DOCUMENT RESUME

ED 104 168 FL 006 830

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TITLE	A Survey of the Current Study and Teaching of North American Indian Languages in the United States and Canada. CAL-ERIC/CLL Series on Languages and Linguistics, No. 17.
INSTITUTION	ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
PUB DATE	May 75
NOTE	97p.
AVAILABLE FROM	Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 ($4.00)
EDRS PRICE	MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS	*American Indian Languages; *Bilingual Education; Bilingualism; *College Language Programs; Higher Education; Instructional Materials; *Language Instruction; Reference Materials; *Surveys

ABSTRACT

This survey attempts to bring together as much information as possible on the current study and teaching of North American Indian languages in the United States and Canada. The primary source of data for this survey was a questionnaire distributed in the spring of 1973 to 61 universities and colleges in the U.S. and Canada. Other sources were publications, conferences, and correspondence with individuals working with these languages. An overview of the study of North American Indian languages is presented first, outlining the contributions of several generations of linguists and leading up to a discussion of the present situation. Some current trends are identified through discussion of a representative group of recently instituted programs. Three appendices present the collected data. Appendix A lists American Indian language courses and other types of programs of 101 universities and colleges in the U.S. and Canada. In Appendix B, materials useful for the study of Amerindian languages are cited. Appendix C indicates persons who are making significant contributions to the study of American Indian languages. Also included are statistics relating to the present number of speakers in the major language groups and the recommendations of the Conference on Priorities in American Indian Language Work, held in Eugene, Oregon, in August 1973. (Author/PMP)

ED104168

A Survey of the Current Study and Teaching of North American Indian Languages in the United States and Canada

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ED104168

A SURVEY OF THE CURRENT STUDY AND TEACHING OF NORTH AMERICAN INDIAN LANGUAGES IN THE UNITED STATES AND CANADA

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CAL·ERIC/CLL Series on Languages and Linguistics

Number Seventeen

Center for Applied Linguistics
ERIC Clearinghouse on Languages and Linguistics
1611 North Kent Street
Arlington, Virginia 22209

May 1975

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FOREWORD

The Center for Applied Linguistics, the principal national organization in the United States concerned with the role of language in the fields of public policy and education, has long been deeply concerned with the question of equal educational opportunity for native Americans. During the past decade, the Center has worked very closely with the Bureau of Indian Affairs and various American Indian groups in a number of efforts designed to improve the quality of Indian education.

Among the activities of the Center in this area have been a survey of the teaching of English to American Indians (1967); a conference on styles of learning among American Indians (1968); two planning conferences for a bilingual Navajo kindergarten program (1968, 1969)--which led to the development of the first BIA bilingual kindergarten program in 1969; a conference on Navajo orthography (1969); the editing of the BIA publication English for American Indians (1968-1969); preparation of Teaching English to Speakers of Choctaw, Navajo, and Papago (BIA Curriculum Bulletin No. 6, 1969); a study of language policy guidelines for BIA schools (1972-1973); a conference on priorities for research and training in Native American languages (1973); maintenance of extensive clearinghouse files in Indian education; publication of the Diné Bizaad Nanil'íih (Navajo Language Review); the first Inter-American Conference on Bilingual Education, held in Mexico, which focused on Indian education throughout the Americas (1974); and most recently, a cooperative program with the University of Utah to train teachers of Indian languages.

As a further contribution to this same effort, the Center, together with the CAL/ERIC Clearinghouse on Languages and Linguistics, is pleased to publish A Survey of the Current Study and Teaching of North American Indian Languages in the United States and Canada by Jeanette P. Martin. We hope that the information in this survey will be of value to all those interested in American Indian languages and education, and the rights of native American peoples to determine their own way.

Rudolph C. Troike, Director
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PREFACE

The recent emphasis on cultural pluralism has brought about a rapid increase in the number of programs dealing with North American Indian languages. This increase has, in fact, been so rapid that communication among those engaged in such programs has often been inadequate. Scattered information has appeared in a variety of sources, but there has been no composite picture indicating the scope of recent developments. As a compilation of the available data can be of significant value to all concerned, this survey attempts to bring together as much information as possible on the current study and teaching of North American Indian languages in the United States and Canada.

The primary source of data for this survey was a questionnaire mailed out in the spring of 1973 to sixty-one universities and colleges in the United States and Canada. The schools were selected from the Center for Applied Linguistics' University Resources in the United States & Canada for the Study of Linguistics, 1971-72. Other sources were publications, conferences, and correspondence with individuals engaged in work with these languages.

In order to help the reader interpret the data, an overview of the study of North American Indian languages is presented, outlining the contributions of several generations of linguists, and leading up to a discussion of the present situation. Here, some current trends are identified by discussing a representative group of recently instituted programs and the problems which have arisen in developing them.

The new programs are chiefly of two types: university and college courses, and bilingual education projects. The further development of all these programs depends greatly on two factors: linguistic and pedagogical training of native classroom teachers for bilingual education projects, and advanced linguistic training of native Americans to enable them to analyze their language and prepare teaching materials, dictionaries, and grammars.

Three appendices present the collected data. Appendix A lists American Indian language courses and other types of programs at 101 universities and colleges in the United States and Canada. In Appendix B materials useful for the study of Amerindian languages are cited. These include an annotated list of serials, bibliographies of outstanding basic references dealing with these languages in general and with the major language groups, and sources used in preparing the present survey. Appendix C, organized by major language groups, indicates persons who are making significant contributions to the study of American Indian languages. A fourth appendix presents statistics relating to the present

number of speakers in the major language groups, and a fifth appendix contains recommendations of the CAL-sponsored Conference on Priorities in American Indian Language Work, held in Eugene, Oregon, in August 1973.

In conducting this survey I have enjoyed the generous cooperation of a large number of individuals directly involved in the study of Amerindian languages and in the field of Indian bilingual education. Of primary importance was the help of Professors Wick R. Miller and William R. Slager, who revealed to me through their courses something of the fascinating world of linguistics and American Indian languages and who aided me greatly with their suggestions for the shaping of this survey. In particular I also wish to thank

D. K. Alford
Kathryn P. Arviso
Guy Azoff
Garland Bills
Robert Blair
William Bright
Sylvia Broadbent
Marice C. Brown
Catherine Callaghan
Lyle Campbell
Barry F. Carlson
Wallace L. Chafe
James E. Cochran
Dermot R.F. Collis
Eung-Do Cook
Richley Crapo
James E. Crawford
John Crawford
Walter Currie
Regna Darnell
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Michael Krauss
Herbert Landar
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Sally McLendon
Wick R. Miller
Mauricio Mixco
Bruce Nevin
E. Newbury
John Nichols
G. Kingsley Noble
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Bruce Rigsby
David S. Rood
Blair Rudes
Zdenek Salzmann
R. Saunders
P. David Seaman
Joel Sherzer
Shirley K. Silver
Michael Silverstein
Allan R. Taylor
Karl V. Teeter
L.C. Thompson
Paul R. Turner
David E. Tutt
Robert Underhill
Paul Voorhis
Willard Walker
David West
Alan Wilson
H.C. Wolfart
Roy Wright

whose responses to questionnaires and other types of queries have made possible the production of this survey.

Finally, grateful acknowledgment is made to the CAL/ERIC Clearinghouse on Languages and Linguistics, whose financial support has made publication of this survey possible.

J.P.M.

HISTORICAL BACKGROUND AND CURRENT TRENDS: AN OVERVIEW

Within the last few years, interest in the study and teaching of North American Indian languages has developed at a rapid pace. This interest has been accompanied by an increase in the number of college courses in these languages, by publications and conferences, and by a new and widespread emphasis on Indian bilingual education. The extent of this upsurge can be illustrated by one example: the majority of Amerindian language college courses designed either to teach the language itself, or to help native speakers acquire skills of literacy and analysis, have been instituted since 1970. Fifty-seven percent of the courses offered in 1973 had been in existence for at most one year, and 80 percent had originated after 1970.

This increase is indeed remarkable. But it is equally remarkable that so many institutions have been able to secure the help of trained linguists to implement their new programs. One wonders how this need for linguists could be met so rapidly. The answer to this question can be found in a brief review of the history of American Indian linguistics. Such a review shows the importance of the study of Amerindian languages, particularly during the last hundred years, in the training of the linguists who are working with present-day programs.

Historical Perspective

During the first centuries of European colonization in the Americas, the principal interest in the Amerindian languages was utilitarian. Some studied a language because they wished to convert the Indians to Christianity, others because they wanted to carry on trade with them. From these studies there emerged the first publications concerned with American Indian languages. Among the earliest of these were a translation of the Bible into Massachusetts by John Eliot in 1664 (the first Bible published in what would later become the United States), and a grammar of Narragansett by Roger Williams, published at about the same time.

In addition to the missionaries and traders there were individuals--among them Thomas Jefferson--who were interested in the languages themselves and often collected and compared word lists. By the beginning of the nineteenth century this interest was especially motivated by the desire to discover the origin of these languages and their speakers. Those who insisted on a literal interpretation of the Bible tried to prove Indian kinship with the Hebrews. But as the century progressed, a growing number, who were students of the developing science of ethnology, considered the Indians to be of Asian ancestry. Also during this period, attention came to be focused on the variety of Amerindian languages and the number of different families that might exist, and as a result, the principal students of these languages were concerned more with classification than with the in-depth study of any particular language.

The publication in 1890 of John Wesley Powell's classification of language families north of Mexico marked the end of what has been called the "first period of linguistic research in America"--a period in which most of the work was done by persons who were not primarily linguists.

The second period of research was distinguished by the development of scientific methods for analyzing grammatical and phonological data. By the early 1900s Franz Boas had become the leader in the collection of detailed grammatical data and was applying what was then known about phonetic and morphological analysis. By 1886 he was studying the Indians of British Columbia, particularly the Kwakiutl, and recording the languages of the area. In the years that followed, he continued to study the languages of many other North American Indian groups. He collected and analyzed masses of texts and tales, and thus became the first of many anthropological linguists who, in order to better understand the various cultures, studied native American languages. Boas' greatest contribution to linguistic study was the development of the detailed analytical study of a language. In his famous Introduction to the Handbook of American Indian Languages (1911), Boas explained the basic linguistic characteristics of languages, using illustrations from Amerindian languages, and presented evidence which refuted the nineteenth-century idea that all American Indian languages have a similar structure.

One of Boas' most famous students was Edward Sapir, who refined the analytical techniques. Like Boas, Sapir was an anthropologist who considered the study of language important to the understanding of a culture; unlike Boas, however, he had had formal linguistic training, including the study of Indo-European comparative linguistics. Sapir was the first American linguist to systematically apply the comparative method to American Indian languages. He showed that regular sound correspondences could be drawn between certain of these languages and that, as a result, proto-forms (that is, the forms of a parent language) could be reconstructed. From these studies he was able to propose genetic relationships which created new groups (Algonquian-Ritwan and Na-Dene) and augmented some that were already established (Hokan and Uto-Aztecan). These new groupings enabled him to reduce Powell's fifty-eight separate families to twenty-two. Later, in his article "Central and North American Languages," written for the Encyclopedia Britannica (1929), he proposed a further classification of Amerindian languages into six superstocks, although he said they were "far from demonstrable" at that time. Although there has been some revision of these six, Sapir's contribution to the historical picture of American Indian languages marked an important step in language classification. In addition to his contribution to Amerindian comparative linguistics and to descriptive techniques, Sapir, through the work of his students, exerted a far-reaching influence on the study of native American languages throughout North America.

A contemporary of Sapir's, Leonard Bloomfield, also made significant contributions to the study of Amerindian comparative linguistics. Like Sapir, he had been trained in Indo-European comparative linguistics. He became a specialist in the Algonquian languages and through the use of comparative techniques was able to set up a parent language, which he called Proto-Central-Algonquian. This was an important step in

American Indian historical linguistics, for it laid the foundation for later studies that extended the knowledge of language relationships.

Descriptive techniques developed during the first half of the twentieth century, particularly by Sapir and his students, made possible much more accurate recording of the phonology and morphology of languages than could be done by those gathering data during earlier periods. The improved techniques in phonology have been especially helpful in developing usable orthographies for literacy programs at all educational levels.

However, during this early period, problems of syntax were not handled as explicitly as has been possible in recent years. The development of generative transformational grammar, based on the theory which Noam Chomsky first set forth in Syntactic Structures (1957) and refined in Aspects of the Theory of Syntax (1965), has helped to clarify syntactic and semantic problems and has brought more attention to the study of syntax. Most Amerindian linguists are now using the techniques of transformational grammar. Chomsky's Aspects, which stresses the importance of the underlying syntactic structure rather than the surface form, has placed renewed reliance on the intuition of the native speaker. It has focused attention on the need for linguistically trained native speakers as language analysts and teachers. As a result, academic programs are gradually being developed for native speakers.

Current Developments

The current interest in Amerindian languages is an important consequence of a growing belief in cultural pluralism--the recognition of the right of each group to preserve its own cultural identity. Pluralism is now superseding the long-accepted "melting pot" theory--the idea that all diverse cultural groups should be assimilated into a homogeneous society. With this new emphasis on cultural identity has come a realization of the importance of a native language. As a result, each American Indian group wants to preserve its language, if it is viable. If the language is dying, the group often wants to revitalize it in some way. The accelerating interest in these languages has led not only to a rapid increase in the number of courses and other types of programs in universities and colleges, but also to the development of Indian bilingual education programs in many elementary and secondary schools.

University and College Programs

The many courses which have been recently instituted in colleges and universities are especially important to the development of Amerindian linguistics. Most of these new courses are of a practical nature, many of them stressing language learning for both native and non-native Americans. Others are designed to teach skills of literacy and language analysis, principally to native speakers. However, the traditional academic courses dealing with these languages have also increased in number, and larger enrollments are reported. The traditional courses include

general surveys of North American Indian languages, and linguistic field methods and language analysis classes for the training of professional linguists.

Although institutions in many parts of the United States and Canada have introduced both the practical and academic types of courses in recent years, the interest has been particularly great in those areas near concentrations of Indian populations. One such area includes the north central states from the Dakotas through Minnesota and Wisconsin. Colleges and junior colleges throughout the state of Minnesota, for instance, are initiating language programs in Ojibwa and Dakota, and there is some attempt to introduce these courses into primary and secondary schools both on and off reservations. Local Indian organizations also sponsor language classes.

The increase in practical courses has been particularly noticeable in small colleges located near Indian groups. Such institutions rarely had any such courses prior to 1968. These courses sometimes develop from the efforts of an Indian group to preserve its language. For example, a class in Shoshoni at the Elko Community College, Elko, Nevada, was instituted in this way. Initially, a small Shoshoni tribal group on the Duck Valley Reservation near Owyhee, Nevada, requested help from the University of Utah in developing language-learning and literacy courses. In a summer experiment, classes were taught with the help of a native speaker using linguist-developed materials. This experiment led to the course now taught at Elko Community College.

Native speakers have been involved in the development of courses at many other institutions. For example, a course in Puget Sound Salish at the University of Washington represents an attempt to resolve the dialect differences of several small groups (Skagit, Snohomish, Snoqualmie, Duwamish, Puyallup, and Nisqually) so that a strong language program can be established.

Some of the more populous Indian groups are developing their own junior colleges with native language courses as part of the culturally oriented curriculum. Among these colleges are the Lakota Higher Education Center, Pine Ridge, South Dakota; Sinte Gleska, Rosebud, South Dakota; and the Navajo Community College, Many Farms, Arizona.

There is also a growing trend toward the acceptance of a native American language to fulfill the foreign or second language requirement of some departments. For example, Eastern Montana College at Billings accepts a knowledge of Cree, Crow, or Northern Cheyenne; the University of Washington at Seattle, Puget Salish; the University of Utah, Navajo; and the University of Minnesota, Ojibwa or Dakota.

The work on Amerindian languages at colleges often includes projects which cover a wider sphere than course offerings. For example, the Wisconsin Native American Languages Project at the University of Wisconsin at Milwaukee, funded by a grant promoted by the Great Lakes Intertribal Council, Inc., includes the languages of the Ojibwa,

Potawatomi, Menominee, and Oneida. It is designed to involve native speakers in linguistic study which will train them to prepare instructional and reference materials and to teach their language.

Another project covering a wide sphere of activity is located at D-Q University, Davis, California. The university was established in 1970 and is devoted to the interests of American Indian and Chicano students. A National Center of Native American Language Education is being set up within the university, with plans for language study and development of teaching materials. In addition, an extensive survey of the present state of Amerindian languages is projected, including a study of dialect differences within individual languages and a survey of the present ages of speakers.

Another research project, the British Columbia Indian Language Project, is being carried on by British Columbia Indians with the assistance of Randy Bouchard, a linguist. Although aimed at the preservation of all British Columbia native languages, the project has concentrated so far on Salish languages, with some work on Haida. Plans include the preservation of oral materials through the use of tapes and the development of language-teaching materials for the schools.

There is evidence of a growing interest in American Indian languages which is wider in scope than that encompassed by specific courses and research projects. For example, Charlton Laird has included several chapters in these languages in his recent book Language in America (1970). Most books written previously about the development of language in this country ignored the languages of cultural minorities and dealt almost solely with American English. Even high school materials are beginning to reflect this new trend: Scholastic Magazine has recently prepared a wall map for high schools showing both cultural and linguistic historical areas of North American Indians.

Bilingual Education

Another important consequence of the new emphasis on cultural pluralism has been the development of Indian bilingual education in elementary and secondary schools. Under the "melting pot" theory, every effort was made not only to establish English as the dominant language of a child of a minority culture but to eradicate his native language. However, under bilingual education there is a place for more than one language in the classroom, and instruction in two languages if the child needs it.

History. The great majority of Amerindian bilingual projects have been initiated since Elementary and Secondary Education Act (ESEA) Title VII funds became available in 1968. But attempts at bilingual education for Indians in the United States are much older. In the late 1930s the Bureau of Indian Affairs established a program on the Navajo reservation to promote first-language literacy. Motivation for this program arose from the fact that almost nine out of ten Navajo adults did not speak English, and their children were not adapting to an English language curriculum. The U.S. government needed to

communicate with Navajos on such problems as overgrazing, water development, sanitation, and disease control. Bilingual education was viewed as a method that would help, and a program was begun for teaching both reading and writing in Navajo. Some adults were trained to serve as interpreters on technical matters. At the same time, bilingual reading materials were prepared for the Hopi, Tewa, and Sioux. However, Indian parents were not enthusiastic about the programs, nor was Congress willing to renew the appropriation during World War II; hence, all these programs were abandoned before they could be firmly and permanently established in the curriculum.

Shortly after World War II, the Bureau of Indian Affairs instituted a five-year plan for use with Navajos who were 12 to 16 years old and who had previously had little or no schooling. Navajo was used successfully as one of the languages of instruction to help these students become prepared for vocational training and complete their schooling in English. However, this project was looked upon as a "crash program" designed to accelerate the education of a particular group, and after the five years had come to an end, use of the native language in the classroom was abandoned.

These early experiments with bilingual education are examples of the original intent of the program--to use the native language to achieve mastery of the English language and adaptation to "American" culture. During the late 1960s, however, the growing emphasis on cultural pluralism focused the attention of Indian leaders on bilingual education as a means of preserving native languages. Robert E. Lewis, governor of the Pueblo of Zuni, emphasized this in his keynote address to the first National Indian Bilingual Education Conference, April 1973, when he said that preserving the language comes first in bilingual education, for it helps preserve the culture. Bilingual education, which includes both reading and writing in the home language, is needed to overcome the feeling of shame which the Indian has often felt about using his language.

The first experiments in Indian bilingual education in the 1960s were initiated in schools on the Navajo reservation in Arizona--at Fort Defiance, in 1965; at the Rough Rock Demonstration School, Chinle, in 1966; and in 1968 at the Rock Point Boarding School, Chinle, and the Kayenta Public School. Two planning conferences conducted by the Center for Applied Linguistics in 1968 and 1969 led to the development of the first Navajo bilingual/bicultural kindergarten programs--at Sanostee, Toadlena, Lower Greasewood, and Cottonwood.

Current Projects. The granting of federal funds under Tital VII of the ESEA gave the impetus that was really needed for widespread development of bilingual education projects. In 1969, the first Indian bilingual education programs so funded were initiated at Tahlequah, Oklahoma, using the Cherokee language; at Grants, New Mexico, using Keresan (Laguna); in some San Juan County, Utah, schools, using Navajo; and in a Ukiah, California, school, using Pomo. During the next three years, 18 more programs were established under Title VII, involving the following 12 languages: Choctaw, Cree, Crow, Yuk Eskimo, Keresan (Acoma), Mikasuki, Northern Cheyenne, Passamaquoddy, Seminole, Lakota, Ute, and Zuni. Fifteen additional programs are now in operation or under consideration. These involve some languages or dialects not previously represented: Apache,

Inupiat Eskimo, Menominee, Papago, Eskimo (St. Lawrence Island Yupik), Tewa, Keresan (Zia), and some northern Athapaskan languages.

In addition to projects funded by Title VII, bilingual education is carried on as part of the regular programs in some schools, such as the Jemez and San Felipe Day Schools in New Mexico. In Alaska, a new law requires that a bilingual education program be conducted in all villages with at least 15 fluent speakers attending school, and the Alaska State-Operated School System is sponsoring several bilingual education projects, including programs in Inupiat and Yupik Eskimo, Tlingit, Haida, and certain Athapaskan languages, principally Kutchin, upper Kuskokwim, and Central Koyukon. Participation is optional for non-natives.

The rapid growth of Indian bilingual education and the need to exchange ideas and discuss common problems led to the first National Indian Bilingual Education Conference* (NIBEC), held in April 1973 at Albuquerque, with the Language Development Branch of the Bureau of Indian Affairs acting as coordinator. A second conference was held in May 1974 in Billings, Montana, and a third in Calgary, Alberta, in April 1975. Persons working with both U.S. and Canadian Indian bilingual education projects attended these conferences.

Bilingual education has stimulated a community interest in the schools, replacing the indifference or actual hostility which often existed previously. In areas populated by homogeneous Amerindian groups, native Americans are seeking control of school policies. Community-controlled schools can be found, for instance, on the Rocky Boy reservation (Cree) in Montana and on the Navajo reservation. Among the Navajo schools are the Rough Rock Demonstration School, devoted in part to the training of native teachers for bilingual teaching and producing classroom materials; the Rock Point Community School, which also produces materials; Ramah Navajo High School; and the Borrego Pass School. Many native teachers are responding to this growing community interest. For example, Navajo teachers now have their own organization--Diné Bi'olta' Association--which holds workshops to train teachers and also prepares some classroom materials in Navajo.

This new interest in Amerindian bilingual education exists in several countries besides the United States. In Peru, for example, a recent law stipulates that Quechua and Aymara Indian students be taught first in their native language before they are trained in Spanish. Projects for training native speakers as classroom aides in the lower grades are under way in Mexico and Guatemala. In the province of Quebec, Canada, a project for "Amerindianization of the Schools" is now in operation, directed by Raymond Gagné, Minister of Indian Affairs. Plans call for the linguistic and pedagogical training of native speakers as classroom teachers so that the native language and culture can be integrated into the curriculum wherever there are Amerindian children. If the Amerindian language is predominant in the homes, it will be the basic language of the school, and English and/or French will be taught as second languages. However, among Indian groups where English or French has become the home language, the native American tongue will be taught as a second language. Similar plans are being developed in other parts of Canada.

*Now Native American Bilingual Education Conference

Materials Production. The first step in any bilingual program is the selection of an orthography which will facilitate learning and will also be acceptable to the native community. If the language has never been written, there are fewer problems with community acceptance. But if a system has been introduced previously, conflicts sometimes arise because of competing systems. One such problem has arisen with the Cherokee and Cree syllabaries, where tradition is so strong that older speakers, even some who are not literate, consider their own syllabary a part of their culture. The primary disadvantage of using a syllabary is that the child must learn two entirely different writing systems--the Roman letters so that he can function adequately in a predominantly English-speaking society (or French, in some parts of Canada) and the native syllabary so that he can become literate in his own language. Since linguists have demonstrated that with some small changes the Roman alphabet can be adapted to all American Indian languages, many bilingual education teachers feel it is advantageous to use this alphabet for the native language.

However, in those cases where tradition has made a syllabary an important part of the culture, literacy materials are being prepared in that orthography. Changes in the order of syllabary characters may be made to facilitate learning. For example, in the Cherokee Primer (developed in 1965 by Professor Willard Walker, a linguist working with a tribal literacy project) the traditional order of the syllabary characters was altered to permit the introduction of high-frequency syllables first, thus enabling the student to begin reading before he had mastered the whole system. In past years the Cree syllabary has been adapted to various Cree and Ojibwa dialects, to Chipewyan and Slave (both northern Athapaskan), and to Eastern Eskimo. It is now being used for literacy materials in those languages. It seems especially well suited to Eskimo and is extensively used for Eastern Eskimo, although the Roman alphabet is used for orthographies by some Eastern Eskimos. At the University of Alaska an 18-letter alphabet has been developed for Yupik (Western) Eskimo.

Another orthographical problem encountered with some languages is the extent to which diacritics need to be used with the Roman alphabet. At a conference convened in 1969 in Albuquerque by the Center for Applied Linguistics for the Bureau of Indian Affairs, a Navajo orthography was recommended for BIA-sponsored publications for use in its school system. The Rock Point School is experimenting with simplification of a highly complex Navajo orthography by eliminating certain diacritics. To determine the extent to which these diacritics can be eliminated without impeding reading ability, teachers present material written in both the complex and the simplified forms.

In the production of materials for teaching native languages, many questions must be considered, such as the kinds of subject matter which are best suited for classroom materials at various levels; the dialect differences that must be recognized; special speech forms of a particular language--male and female, adult and infant--that must be considered; and changes in the language that are taking place, including borrowings. Adequate answers can come only after extensive investigation of the language as it is presently spoken. One group carrying on such an investigation is the Navajo Reading Study, which is based at the University

of New Mexico and produces materials for Indian bilingual education. From the studies it has made of the speech of children entering school, it has obtained information concerning vocabulary levels, use of borrowed terms, and English-speaking ability.

At present, most of the reading materials in native American languages are primers and readers for the first and second grades. Reading materials for older students and for adults who have become literate are almost non-existent. Some teachers of older children are using materials produced by the students themselves. For example, experience stories written in conjunction with a language lesson have served on later occasions as classroom reading material. Students sometimes produce a community news sheet in the native language (at Ramah Navajo High School, for example) or make word lists of items important to their culture. Some tribal headquarters, such as the Cherokee at Tahlequah, Oklahoma, and the Micmac at Fredericton, New Brunswick, are publishing newspapers in the native language, thus encouraging literacy among adults.

Multimedia resources are being used for some native language materials. For example, the San Juan County, Utah, bilingual project has produced 32 multimedia Navajo language materials, including sound film strips of coyote tales, animated films based on those tales, a film on Navajo numbers, Navajo alphabet flash cards, and other items.

In the preparation of bilingual education materials, the choice of the language in which the child should be taught to read must be considered carefully. Evidence from psychological studies has favored initial learning in the child's home language. There is reason to believe that in teaching reading in a second language, the association of the written symbols with sounds of the language is more easily and efficiently taught if the child has already made the association through learning to read his own language.

Reactions to Bilingual Programs. Although most Amerindian groups have welcomed the inclusion of their native language in the school curriculum, there has been resistance from some members who have grown up believing that the English language, and consequently English-speaking teachers, are superior. Some participants in NIBEC I asserted that while the Indian community accepted native aides in a classroom, they often objected to a native teacher's handling the classroom alone. Another objection to bilingual education has been that it might hinder Amerindian young people from being successful if they should leave the reservation or the native village. In 1970, Yuk Eskimos objected to use of the native language in the classroom because they felt that English is the road to success. They had to be convinced that their language would be used only in the lower grades to help children learn English more readily. After the project had been initiated, they were delighted to see that children not only learned English more easily, but did better work in all subjects and enjoyed school more. Similar success with other bilingual education projects is overcoming objections to the use of the native language in the classroom. But acceptance of native teachers with full responsibility for the class is not so easily accomplished.

Participants at NIBEC I felt that this acceptance will depend in part on the training these teachers receive and their ability to prove their efficiency. There is a great need for pedagogical training, to enable native American speakers to be certified for classroom teaching, and for linguistic training, to enable them to function well in a bilingual education program and to develop or adapt language materials as needed.

Linguistic Training for Native Speakers

The skills of native speakers trained in linguistics are needed in all types of American Indian language programs--language analysis, materials production, college courses, and bilingual education programs. In most practical college courses stressing language learning, one or more native speakers assist a professional linguist. But the many demands made upon professional linguists to prepare materials and teach several courses limit the number of language classes which can be conducted in this way. If these classes are to increase significantly, native speakers with a knowledge of linguistics will be needed to conduct many of them. Some institutions, such as the University of Manitoba, have been unable to institute projected language teaching courses because of the lack of funds for preparing native speakers to serve as teachers. A similar need exists in bilingual education projects. These programs cannot be firmly established until many native speakers have the training necessary to teach their language and assume full classroom responsibility.

For the development of all types of Amerindian language activities there is a great need to establish training programs and to interest gifted native speakers in the study of their language. Some steps have been taken in the past to involve American Indians in the study of linguistics and the teaching of their language. Occasionally native speakers have been trained as linguists. Juan Dolores (Papago), William Jones (Algonquian), and Edward Dozier (Tewa) are a few of those who have published their studies.

Occasionally non-Indian linguists have collaborated with native speakers in study and publication. The teamwork of linguist Robert Young and William Morgan, Sr., a native speaker of Navajo, is an early example. Together they produced linguistic studies and teaching materials, some of which are now being used in schools on the Navajo reservation.

There are at least two recent publications produced through this type of collaboration. One is a new textbook, Seneca Today, by the linguist Ruth Dudley and Ester Blueye, a native speaker of Seneca (to appear). It is used at the State University of New York at Buffalo. The other is An Introduction to the Luiseño Language by Villiana Hyde (1971). This book presents a series of carefully prepared lessons written by Mrs. Hyde and graduate students in linguistics at the University of California at San Diego under the direction of Professor Margaret Langdon. Unlike most linguistic descriptions of a language, which are intended for linguists, this book is designed as a text which can be used by native speakers to understand their language and to learn to read it. The book can also be used by non-native speakers who wish to learn Luiseño.

Another example of the collaboration of a native speaker with a professional linguist has been that of Albert Alvarez, a native speaker of Papago, and Professor Kenneth Hale. They have published some linguistic materials for the use of native Papago speakers. (See the Selected Bibliography for Aztec-Tanoan, Appendix B, Part 2.) However, Professor Hale's objective was broader than the production of linguistic materials. He wanted to train Alvarez in the skills of language analysis so that Alvarez himself could produce materials. Professor Hale has described this work in his essay, "A New Perspective on American Indian Linguistics." The Appendix which concludes the essay contains some of Alvarez's linguistic description of Papago. In the essay, Professor Hale makes this statement:

> The point of view which will be central in this paper is that the future of American Indian linguistics (i.e., the extent to which it will advance significantly) will depend critically on how successful an effort there is to engage American Indians in the active study of their own languages--not as informants as in the past, but as linguists, philologists, lexicographers, creative writers, and the like.

If native American speakers are to engage in the study of their language as professionals, extensive linguistic training programs will be needed. Professor Hale proposed a plan for such training in The Indian Historian (Summer 1969, pp. 15-18, 28). Since that time he has conducted a tutorial project in linguistics for gifted native American speakers as part of the graduate program at the Massachusetts Institute of Technology. After an initial intensive study of general linguistics, particularly phonology and syntax, the student is led to apply the principles he has learned to an analysis of his native language. Most of the tutorial guidance is supplied by a linguist who has some knowledge of that language. Because of the expense involved with this type of program, only a few native Americans can be admitted each year. In 1973-74 there were three students--two Navajo and one Hopi. One of the Navajos, Paul Platero, is a Ph.D. candidate. He has conducted summer language workshops in the Navajo community and has also visited many Navajo schools encouraging language scholarship. He recently started a journal, Diné Bizaad Náníl'įįh (Navajo Language Review) dedicated to language studies, both theoretical and practical, with special emphasis on linguistics, child language, and bilingual education. The Review is now published approximately four times a year by the Center for Applied Linguistics, with Platero as editor, for the Navajo Linguistic Society.

Several publications designed for the linguistic training of Navajo speakers have been produced in connection with the MIT program. They appear officially in the "Bibliography of Navajo Reading Materials," BIA Curriculum Bulletin #13. It is the hope of those working with the program at MIT that a special Master's degree program directed more specifically toward the language-scholarship needs of the American Indian communities can be developed in the future.

The great demand for native speakers with the linguistic and pedagogical training that will enable them to become certified teachers in bilingual classrooms will require many college programs. At least two institutions in Canada have recently established training programs. The University of Quebec at Chicoutimi is initiating a teacher training program for native Americans which will lead to the following: (1) Elementary Teaching Certificate; (2) Bachelor of Elementary Education; and (3) Certificate in Linguistic Technology. This program is part of the project for the "Amerindianization of the Schools" initiated in 1973 by the Department of Indian Affairs of the Province of Quebec. The second Canadian program, which leads to a diploma in Native American Languages, but not to certification, was begun in September 1974 at the University of Victoria, Victoria, British Columbia. This program is intended to guide native speakers in the study of their language so that they can prepare teaching materials, and to train native personnel to teach their language in British Columbia schools. A few universities and colleges in the United States have established programs for training native American teachers, among them the University of Alaska and the University of New Mexico.

Many more such programs will be needed if bilingual classrooms are to be adequately staffed. In the meantime, emergency measures are being taken to provide personnel. Native speakers serve as classroom aides in most bilingual education classrooms. In California, two native speakers of Hupa were certified under the "eminent persons" regulations of the California Teacher Accreditation Code in order to enable them to teach their language at the Hupa Valley Unified School in Humboldt County in Northern California.

Conferences and Publications

In addition to the numerous study and teaching programs dealing with Amerindian languages, there have been an increasing number of conferences, many of them held annually, such as the International Conference on Salish Languages, the Algonquian Conference, the Uto-Aztecan Conference, and the Conference on Hokan Languages. Some conferences have been regional in scope, rather than oriented toward a language group, such as the Workshop on Research Problems in Southwest Areal Linguistics held in 1972 and 1973. The first Inter-American Conference on Bilingual Education, organized by the Center for Applied Linguistics and the Council on Anthropology and Education, was held in Mexico City in November 1974. Many of the papers presented at the Conference dealt with Indian education in the Americas. The Center also held a conference in Eugene, Oregon, in August 1973, on priorities for research, training native Americans in linguistics, and developing necessary pedagogical materials. (See Appendix E for the recommendations of the conference.)

A number of informal periodicals have appeared in recent years, some of them, such as the Algonquian Linguistics Newsletter, closely associated with the conference for the language group. Others are published by individual American Indian communities, such as Agenutemagen (News in Micmac) and the Cherokee Nation News, which prints some material in the Cherokee

syllabary. Two newsletters with useful general information about American Indian languages are Language in American Indian Education, which was published by the Bureau of Indian Affairs from 1970 to 1972 (William R. Slager, ed.), and the Newsletter of the Conference on American Indian Languages Clearinghouse, (James L. Fidelholtz, ed.). (For more detailed information about periodicals, see Appendix B, Part 1.)

The Linguistic Reporter, published by the Center for Applied Linguistics, contains news of educational projects, conferences, and publications relating to American Indian linguistics. It includes a section devoted to bilingual/bicultural education.

A publication which will serve as a valuable reference work in the future is now being prepared under the sponsorship of the Smithsonian Center for the Study of Man. It is the new edition of the Bureau of American Ethnology Handbook of North American Indians, intended to replace the two volumes of the BAE #30, published in 1907 and 1910. William C. Sturtevant is general editor of this encyclopedic work. One volume will be devoted to a variety of topics related to American Indian languages, including sketches of about fourteen languages, each representing a different family or an isolate.

Looking Ahead

The accelerating interest in American Indian languages which has received its impetus from the new emphasis on cultural pluralism has brought a marked increase in college courses, bilingual education programs, and publications and conferences dealing with these languages. If these programs are to become permanently established, the great need for native speakers with the training necessary to carry them forward must be met.

Appendix A: AMERICAN INDIAN LANGUAGE COURSES AND PROJECTS AT UNIVERSITIES AND COLLEGES

Appendix A lists courses pertaining to North American Indian languages taught at universities and colleges in the United States and Canada as well as other types of study. Most of this information was supplied by respondents to the questionnaire sent by the author.

Courses have been divided into two categories: (1) those of an academic nature; and (2) those with the practical purpose of promoting language learning for either native or non-native Americans, or skills of literacy and language analysis among native speakers.

The academic courses are of three general types: survey courses of North American Indian languages, study of methods in field linguistics, and study of the structure of a particular language.

In the following listing, universities and colleges appear in alphabetical order. In the list of academic types of courses, the United States and Canadian institutions are combined. In the list of practical courses, United States and Canadian institutions are listed separately.

1: American Indian Language Courses and Projects of an Academic Nature at Universities and Colleges in the United States & Canada

University	Course/Project	Description
BRIGHAM YOUNG Provo, UT 84601	Study of an Uncommon Language	Upper level. Two semesters. Recently Maya, Quiche, Quechua, Guarani.
CALGARY Calgary Alberta	Survey of American Indian Languages	Graduate level.
CALIFORNIA Berkeley 94720	American Indian Languages	Upper level. Since 1953. Recent enrollment--39.
CALIFORNIA Los Angeles 90024	Linguistic Areas: Aboriginal North America	Graduate level. Since 1963. Recent enrollment--4.
	Linguistic Areas: Aboriginal Latin America	Graduate level. Since 1971. Recent enrollment--4. Quechua, Cakchiquel, and Classical Nahuatl have been taught.
CALIFORNIA AT SAN DIEGO La Jolla 92037	Topics in American Indian Linguistics	Graduate level. Classical Aztec in 1973. Numerous graduate seminars with varying content from year to year.
CALIFORNIA STATE COLLEGE Rohnert Park 94928	Native American Linguistics	Upper level seminar. Since 1971. Recent enrollment--10.
	Kashia Pomo	Independent study. Field method emphasis. Some work on language teaching materials preparation. Recent enrollment--8.
CALIFORNIA STATE San Jose 95114	Linguistic Field Methods	Sometimes utilizes Amerindian informants.
	The American Indian	An ethnology course with some language data.
CHICAGO Chicago, IL 60637	American Indian Languages North of Mexico	Quarter course.
	Structure of Chinook	Quarter course.

University	Course/Project	Description
CHICAGO (Continued)	Spoken and Classical Yucatec Maya	
	Spoken and Classical Quiche Maya	
	Classical Nahuatl	
COLUMBIA New York, NY 10027	American Indian Language	Graduate level seminar offered in alternate years. Since 1964. Enrollment--not over 6.
CORNELL Ithaca, NY 14850	University sponsors the Southeast Indian Language Project for collection of data, analysis and preparation of grammars and collection of texts.	
HARVARD Cambridge, MA 02138	Survey of Native North American Languages	
	Typologica I--Introduction to Algonquian	
	The Native Languages of North America	Graduate level. Since 1964.
HAWAII Honolulu 96822	Salish Structure	Graduate level seminar (Analysis of Clallam).
	Survey of North American Indian Languages	Graduate level seminar. Since 1966. Enrollment--5-10.
	Northwest Areal Linguistics Problems	Graduate level seminar.
KANSAS Lawrence 66044	North American Indian Languages	Upper and graduate levels. Since 1964. Recent enrollment--8.
MANITOBA Winnipeg Manitoba	Native Languages of North America	Offered annually.
	North American Indian Languages	Seminar. Offered in alternate years. Extensive use of Cree and Dakota materials in all linguistics courses.
	Special Problems in Linguistics Research: Structure of Cree	

University	Course/Project	Description
MASSACHUSETTS Amherst 01002	Structure of a Native American Language	Graduate level seminar. Salish (Straits, Clallam, etc.)
MASSACHUSETTS INSTITUTE OF TECHNOLOGY Cambridge 02139	Graduate level tutorial program for the linguistic training of native American speakers.	
McGILL Montreal Quebec	Structure of a Specific Language	Cree, 1973
	Concentration on Eskimo	Honors Field or Research Project, 1973
	Areal Linguistics	Circumpolar, 1973
	Indian Languages of North America	
MICHIGAN Ann Arbor 48104	Field Methods in Linguistics	Upper and graduate levels. North American Indian languages sometimes used.
MONTANA Missoula 59801	Field Methods	Colville (Salish) used.
NEBRASKA Lincoln 68508	North & South American Indian Areal Linguistics	Offered 1972.
NEW MEXICO Albuquerque 87106	North American Indian Languages	Survey course. Materials in Sahaptin and Nass-Gitksan included 1974.
CUNY (Hunter College) New York 10021	The Structure of a Little Known Language: Eastern Pomo	Graduate level. Offered 1971.
SUNY Albany 12200	Cultures of Northeastern North America	Graduate level seminar. Includes Some Iroquoian materials.
NORTH DAKOTA Grand Forks 58201	The Summer Institute of Linguistics meets here annually with sufficiently extensive offerings to constitute a three-year program. A significant part of the second-year program is a methods course which has used Lakota for the past several years.	
NORTHERN ARIZONA Flagstaff 86001	Cultural Linguistics	Junior level. For non-anthropology majors. Uses examples from Navajo, Nahuatl.

University	Course/Project	Description
NORTHERN ARIZONA (Continued)	Introductory Linguistics	For majors. Uses examples from Navajo, Nahuatl.
	University sponsors NSF Summer Linguistics Institute where superior high school juniors do some work with southwestern Amerindian languages, following a study of general linguistics. Has been conducted for several summers with a total of approximately 200 students.	
OHIO STATE Columbus 43210	Lake Miwok	Language learning and structure offered 1973.
	Comparative Miwok	Offered 1970.
PENNSYLVANIA Philadelphia 19104	Jicarilla Apache	Upper level. Structural analysis in a field methods setting, using informant. On irregular basis since 1969.
	Takelma	Structural analysis.
	Chorti (Mayan)	Structural analysis.
	Typology	Seminar. 4-6 Amerindian languages studied and compared in one area of grammar. Offered 1974.
	American Indian Linguistics	Graduate level seminar offered 1975.
SAN DIEGO STATE San Diego 92115	Structure of a non-Indo-European Language	Upper level. Eskimo, 1973. May use Navajo, Diegueño.
SIMON FRASER Burnaby, British Columbia (Vancouver)	Field Methods	Uses Bella Coola and other Salish informants and materials.
TEXAS Austin 78712	American Indian Languages	Upper level. Recent enrollment--12. Quechua 2 years, language learning.
TORONTO Toronto Ontario	Field Methods	Uses Mohawk. Recent enrollment--12.
UTAH Salt Lake City 84112	North American Indian Languages	Since 1972. Recent enrollment--11.
	Field Methods	Uses Shoshoni and Hopi informants. Since 1973. Recent enrollment--12.

University	Course/Project	Description
UTAH (Continued)	Classical Aztec I & II	2 quarters.
WASHINGTON Seattle 98105	Survey of American Indian Languages	Graduate level. Since 1973.
	Oral Literature of the Northwest	Graduate level. Emphasis on Puget Salish texts. Since 1973.
WESLEYAN Middletown, CT 06457	Linguistic Structures of Native North America	Since 1968.
	Languages of the Western Pueblos	Structural analysis of Acoma, Hopi, Zuni.
YALE New Haven, CT 06520	American Indian Languages	Graduate level research seminar. Either Iroquoian or Mayan, depending on desires of students.
	Maya Hieroglyphic Writing	

Note. At the following universities field methods classes occasionally use North American Indian language materials, at times with the aid of Indian informants: California at Riverside (Southern Paiute), California State at Long Beach and Los Angeles, Cornell (Potawatomi), Georgia (Yuchi, Choctaw, Alabama, and Cherokee), and Southern Mississippi (Choctaw).

2: American Indian Language Courses and Activities of a Practical Nature at Universities and Colleges

THE UNITED STATES

University	Course/Project	Description
ALASKA METHODIST Anchorage 99504	Yupik Eskimo	
	Tlingit	
ALASKA College 99701 (Fairbanks)	Yupik Eskimo	Elementary and intermediate levels. Major offered.
	Yupik Literacy	Programs in Yupik since 1961.
	Central Yupik	Directed study.

University	Course/Project	Description
ALASKA (Continued)	Inupiat Eskimo	Elementary and intermediate levels. Major offered.
	Inupiat Literacy	
	Alaskan Inupiat	
	St. Lawrence Island or Pacific Gulf Eskimo	
	Aleut	
	Tlingit	
	Alaska Native Languages	
	Northern Athabascan	
	University sponsors the Alaska Native Language Project, which includes training center for native bilingual education teachers. An Eskimo Language Workshop produces teaching materials.	
ARIZONA Tucson 85721	Papago and Hopi	Language learning. Both taught at seminar level or as independent studies.
BACONE COLLEGE Muskogee, OK 74401	Creek	
BEMIDJI STATE COLLEGE Bemidji, MN 56601	Ojibwa	Elementary, intermediate, and advanced levels. 3 quarters each. Since 1971. Recent enrollment--85.
		Upper level. Individual study and readings.
BLACK HILLS STATE COLLEGE Spearfish, SD 57783	Lakota Grammar 1 & 2	
	Lakota Conversation 1 & 2	
	Lakota Public Speaking	
	Advanced Composition in Lakota	
BRIGHAM YOUNG Provo, UT 84601	Navajo	Beginning level. For non-natives. Since 1971.

University	Course/Project	Description
BRIGHAM YOUNG (Continued)	Navajo	Advanced level. For native speakers and others. Structural analysis, reading, writing.
CALIFORNIA Berkeley 94720	Sioux (Lakota)	Taught in the Ethnic Studies Department.
CALIFORNIA Los Angeles 90024	Navajo	Undergraduate level. One-year course. Since 1972.
CENTRAL ARIZONA COLLEGE Coolidge, AZ 85228	Pima-Papago Language and Culture	Recent enrollment--30.
CLAREMORE JUNIOR COLLEGE Claremore, OK 74017	Cherokee	Non-credit basis, 1973. Recent enrollment--52. Projected on semester basis. Community service class.
COLORADO Boulder 80302	Introductory Lakota	Lower level. Introductory course stresses speaking. All courses include speaking, reading, and writing. Since 1972. Recent enrollment--between 17 and 44.
	University sponsors the Colorado U. Lakota Project for the production of teaching materials--a teaching grammar, an elementary bilingual dictionary, and a reader.	
DARTMOUTH COLLEGE Hanover, NH 03755	Lakota	Since 1974.
D-Q Davis, CA 95616	Projected Center for Native American Language Education. Objectives include development of materials for selected languages and dissemination of information concerning available educational materials.	
EAST CENTRAL STATE COLLEGE Ada, OK 74820	Language & Culture of Oklahoma Seminoles	All levels. Since 1972. Recent enrollment--20.
	University sponsors the Seminole Bilingual Education Project	
EASTERN WASHINGTON STATE COLLEGE Cheney 99004	Coeur d'Alene	Has been taught by a native speaker, Lawrence Nicodemus. Not offered at present.

University	Course/Project	Description
EASTERN MONTANA COLLEGE Billings 59101		Language credit given for knowledge of Crow, Cree, or Northern Cheyenne.
ELKO COMMUNITY COLLEGE Elko, NV 89801	Shoshoni	Community service course involving both youth and adults. Funded as separate part of Elko County Right-to-Read program. Since 1972. Recent enrollment--25.
FORT LEWIS COLLEGE Durango, CO 81301	Navajo	First term oral, second literacy. Since 1972. Recent enrollment--between 20 and 25.
FORT YATES COMMUNITY COLLEGE Fort Yates, ND 58538	Lakota	
HASKELL INDIAN JUNIOR COLLEGE Lawrence, KS 66044	Creek	Since 1970. Recent enrollment--12.
	Kiowa	Offered in 1970, 1971. Enrollment--7.
	Cherokee	Offered 1970 through 1972. Enrollment--9.
	Choctaw	Since 1972. Recent enrollment--6.
	College publishes Indian Life Reader Series. Readers for Navajo Series have both English & Navajo texts; others English only. Also publishes classroom and source material including series of three maps showing past and present locations of tribes and culture areas.	
HUMBOLDT STATE COLLEGE Arcata, CA 95521	College sponsors Center for Community Development where Yurok, Hupa, and Tolowa are taught. Speaking, reading, and writing are included. College also sponsors a similar program at College of the Redwoods, Eureka, California.	
KETCHIKAN COMMUNITY COLLEGE Ketchikan, AK 99901	Haida Language Workshop produces teaching materials.	
LAKOTA HIGHER EDUCATION CENTER Pine Ridge, SD 57770 (Oglala Sioux Reservation)	Lakota	Courses similar to those at Black Hills State College. Instructors certified through Black Hills State College.
	College has 4 study centers in larger communities and offers regular courses in 10 communities.	

University	Course/Project	Description
MARY COLLEGE Bismarck, ND 58501	Lakota	
MICHIGAN Ann Arbor 48104	Ojibwa	Upper and graduate levels. Open to others. Since 1973.
MINNESOTA Duluth 55800	Ojibwa	
MINNESOTA Minneapolis 55455	Beginning Ojibwa	Lower Level. 3 terms.
	Intermediate Ojibwa	Upper level. 2 terms. Recent Ojibwa enrollment--between 35 and 40.
	Beginning Dakota	Lower level. 3 terms.
	Intermediate Dakota	Upper level. 2 terms. Recent Dakota enrollment--22.
		Either language can be used to satisfy the language requirement in the College of Liberal Arts.
MONTANA Missoula, MT 59801	Northern Cheyenne	Taught through Indian Studies Department.
NAVAJO COMMUNITY COLLEGE Many Farms Chinle, AZ 86503	Navajo	
NEBRASKA Lincoln 68500	Lakota	In Centennial Education Program.
NEW MEXICO Albuquerque 87106	Introductory Navajo	Freshman level. Since 1969. Recent enrollment--60.
	Written Navajo	Freshman level. Literacy course for native speakers only. Since 1972. Recent enrollment--15.
	Intermediate Navajo	Sophomore level. 2 semesters. Language learning and structural analysis. Since 1971. Recent enrollment--between 15 and 20.

University	Course/Project	Description
NEW MEXICO (Continued)	Navajo Linguistics	Upper and graduate levels. Structural analysis and applications to bilingual education. Since 1972. Recent enrollment--12.
	Introductory Quechua	Upper and graduate levels. 2 semesters. Language learning/structural analysis, depending on instructor. Since 1971. Recent enrollment--10.
	University sponsors Navajo Reading Study, devoted to preparation of materials for bilingual education. Also sponsors a project for training native Indian bilingual education teachers.	
NEW MEXICO Gallup 87301	Introductory Navajo	2 semesters. Language learning. Since 1968. Recent enrollment--between 40 and 60.
	Navajo Reading and Writing	Structural analysis. 1 semester. Since 1971. Recent enrollment--20.
NEW MEXICO STATE San Juan Branch Farmington 87401	Elementary Navajo	2 semesters
SUNY Buffalo 14214	Introductory Seneca	Since 1968. Recent enrollment--12.
	Intermediate Seneca	Since 1972.
NORTH DAKOTA Grand Forks 58201	American Indian Languages	For native and non-native speakers. First semester, language learning; second semester, language analysis. After general Amerindian language background, students work on specific language. Have used Lakota, Michif (French-Cree). Students with personal access to another language may work independently. Recent enrollment--15.
NORTHEASTERN STATE COLLEGE Tahlequah, OK 74464	Elementary Cherokee	
	Intermediate Cherokee	
	Cherokee	Night classes for adults.
NORTHERN ARIZONA Flagstaff 86001	First Year Navajo	Speaking, reading, writing.
	Second Year Navajo	Review of grammar and phonology; speaking, reading, writing.

University	Course/Project	Description
NORTHERN ARIZONA (Continued)	Intermediate Navajo	Composition and conversation.
	Navajo	Independent study.
NORTHERN MONTANA COLLEGE Havre 58501	Cree	
NORTHERN STATE COLLEGE Aberdeen, SD 57401	Lakota	Some work also with dialects of Dakota and Nakota.
PIMA COMMUNITY COLLEGE Tucson, AZ 86700	Pima-Papago	
SAN DIEGO STATE San Diego, CA 92115	Diegueño	Undergraduate level. Recent enrollment--10.
	Lakota	Undergraduate level. Recent enrollment--1.
		Both courses offered Spring 1973 by the Native American Studies Department
SHELDON JACKSON COLLEGE Sitka, AK 99835	Tlingit	
SINTE GLESKA Rosebud, SD 57570 (Rosebud Sioux Reservation)	Lakota	Courses similar to those offered at Black Hills State College. Instructors certified through Black Hills State College.
SOUTH DAKOTA Vermillion 57069	Lakota	
SOUTHEASTERN STATE COLLEGE Durant, OK 74701	Choctaw	
STANFORD Stanford, CA 94305	Lakota	Since 1972.
TULANE New Orleans LA 70118	Spoken Yucatec Mayan	Upper and graduate levels. Language learning. Also used in field methods course. Recent enrollment--8.

University	Course/Project	Description
UTAH Salt Lake City 84112	Beginning Navajo	3 quarters. Since 1972.
	Workshop to train 30 native speakers as bilingual education teachers planned for Summer, 1975. Speakers of Cherokee, Choctaw, Lakota, Navajo, and Papago will be selected for this training.	
UTAH STATE Logan 84322	Numic languages	Lower level. Taught under the Student Initiated Learning Experience program (SILEX). Comanche and Ute students. Language learning and cultural awareness course for Great Basin Indians. Offered 1973. Enrollment--10.
WASHINGTON Seattle 98105	Techniques in Learning Languages of the Northwest	Lower level. Offered in 1973. Enrollment--10.
	Puget Salish	Lower level. Knowledge of Puget Salish satisfies the second language requirement for Arts and Sciences students. Offered in 1972. Enrollment--14.
WESLEYAN Middletown, CT 06457	Cherokee	Structural analysis. Phonology, grammar, and writing. Since 1967. Recent enrollment--4.
	Navajo	Language learning and literacy. Since 1967. Recent enrollment--between 4 and 7.
WISCONSIN Green Bay 54300	Ojibwa	
WISCONSIN Milwaukee 53201	Sponsors the Wisconsin Native American Languages Project to study, produce teaching materials, and train native teachers in Ojibwa, Potawatomi, Menominee, and Oneida. Native speakers to be trained in linguistic analysis of their language. Since 1973.	
WISCONSIN Stevens Point 54481	Ojibwa	

CANADA

University	Course/Project	Description
ALBERTA Edmonton	Regional Ethnology	Cree language and culture. For native and non-native speakers. Intended chiefly for those who will live in Cree areas. Conducted by linguist and 3 native speakers. Since 1970. Recent enrollment--between 10 and 15.
ALGOMA COLLEGE Sault Saint Marie, Ontario	Ojibwa	
BRITISH COLUMBIA Vancouver	Salish Languages	
BRANDON Brandon Manitoba	Cree	6-hour course. Since 1972.
	Saulteaux	6-hour course. Since 1972.
	Structure of Cree and Saulteaux	3 hours. Designed to teach writing and grammatical structure to persons who have a speaking knowledge of Cree and/or Saulteaux. May be expanded to add a course in teaching methods for these languages. Since 1972.
	Sioux	6-hour course. Since 1973.
CONFEDERATION COLLEGE Kenora Extension, Kenora, Ontario	Ojibwa	
CALGARY Calgary Alberta	Blackfoot	Offered in summer 1971. 6 enrolled. Cree and Blackfoot have been taught by native speakers through the Division of Continuing Education.
	Sarcee	Since 1972.
LAURENTIAN Sudbury College Sudbury Ontario	Introduction to an Indian Language: Ojibwa	Since 1973. Recent enrollment--25. Cree to be offered.
LAVAL Quebec, Quebec	Eskimo	

University	Course/Project	Description
LAVAL (Continued)	Montagnais	
	University sponsors Centre d'Etude Nordique	
MT. ROYAL JUNIOR COLLEGE Calgary, Alberta	Blackfoot Culture and Language	
MEMORIAL St. John's, Newfoundland	Eskimo I	1 semester. 3 hours. Since 1971.
	Eskimo II	1 semester. 3 hours. Since 1972.
	Eskimo	Linguistic research following I and II. Since 1972.
	Naskapi I	Laboratory course with informant.
		Micmac to be offered.
MONTREAL Montreal Quebec	Micmac	
NEW BRUNSWICK Fredericton	Malecite	
OTTAWA Ottawa Ontario	Cree	
QUEBEC Chicoutimi, Quebec	Introduction to Amerindian Linguistics	For non-native students, second and third years of linguistics major. Since 1971.

For Amerindian students, training courses for teachers of bilingual education leading to the following: (1) Elementary teaching certificate, (2) Bachelor of Elementary education, and (3) Certificate in Linguistic Technology.

The University sponsors the Centre de Recherches au Moyen Nord where these projects are underway: (1) Semiological study of Montagnais, including production of computerized concordances dealing with syntax, word derivation, and semantics. (2) Publication of ancient unpublished texts--rewriting of Jesuit studies of Algonquian dialects (from 1600 on) into French. Published series called Tahuerimat.

University	Course/Project	Description
QUEBEC (Continued)	(3) Preparation of educational videotape in color and sound in Amerindian languages for Micmac, Montagnais, Cree, Algonquin, Mohawk, Naskapi, Eastern Eskimo schools.	
SASKATCHEWAN Saskatoon	Introductory Cree	Since 1973. Current enrollment--20.
	Introductory Eskimo	Summer sessions only on campus; winter at Rankin Inlet, N.W.T. Since 1971. Recent enrollment--between 20 and 30. Exclusively oral approach.
	Intermediate Eskimo	Since 1975.
TORONTO Toronto Ontario	Introductory Mohawk	Recent enrollment--12.
	Canadian Indian Languages	Ottawa and Mohawk. Language learning. Recent enrollment--20.
TRENT Peterborough Ontario	Native Studies	Degree program. Projected credit courses in native languages.
VICTORIA Victoria British Columbia	Native Indian Languages	Program leads to diploma. Intended to train native speakers to study and teach their language. Languages involved: Nootka and Nitinat, Saanich, Island Halkomelen (Nanaimo-Cowichan dialect). Courses include Field Methods, Workshop for the Preparation of Materials, Language and Culture, Native Studies, and Educational Methods. Students collect own data. Since 1974. Enrollment--8.

Appendix B: MATERIALS

This appendix lists materials of several types related to the study of Amerindian languages:

1. Serial publications
2. Selected bibliographies
   (a) General background references
   (b) Surveys and studies
   (c) Study materials, by language group
3. Sources used in preparing the present survey

Some of the more recent bibliographies that appear in the listings can be found in many libraries in the microfiche collections of the Educational Resources Information Center (ERIC), a service of the National Institute of Education, U.S. Department of Health, Education and Welfare. ERIC documents may also be purchased in microfiche or hard copy from the ERIC Document Reproduction Service. ERIC documents are listed with their document number, a brief resume, price, and ordering instructions in Resources in Education, issued monthly and available in most university libraries. Access to the information in the ERIC system can be obtained via various indexes and a detailed thesaurus. A number of commercial firms provide a computer search of the ERIC data base.

1: Serial Publications

The abbreviations which follow some entries are also used in other parts of this survey. These abbreviations are based on the Master List and Table of Abbreviations, MLA International Bibliography, 1970.

Agenutemagen (News in Micmac). Published by and for Indians of New Brunswick, 181 Westmorland Street, Fredericton, New Brunswick, Canada.

The Algonquian Linguistics Newsletter. Published at Trent University, Peterborough, Ontario, Canada. Includes news about Ojibwa, Malecite, Passamaquoddy, Powhatan, Wamponag, Cheyenne.

The American Anthropologist (AA). Official Publication of the American Anthropological Association, 1703 New Hampshire Ave. N.W., Washington, D.C. 20009. First published 1888. Contains occasional articles on American Indian languages, including the important survey of California languages by Dixon and Kroeber.

Anthropological Linguistics (AnL). Publication of the Archives of Languages of the World, Anthropology Dept., Indiana University, Bloomington, IN 47401. First published 1959. Vol. 8, 1966, includes an Index to Languages of the World; vols. 6-8, 1964-66, contain descriptions of language families of the world. Contains occasional articles on American Indian languages.

Bureau of American Ethnology Bulletins (BAE B). First published 1887. The Handbook of American Indian Languages, Bulletin 40, 1911, and several other bulletins contain material important to the study of these languages.

The Canadian Journal of Linguistics (CJL). Official publication of the Canadian Linguistic Association. Published twice yearly at the University of Toronto, Toronto, Ontario. First published 1954. Contains occasional articles on American Indian languages. The issue for Spring, 1965, is devoted wholly to this subject.

Cherokee Nation News. A news organ of the Cherokee tribe. Published in Tahlequah, OK 74464. Some news and cultural material appear in the Cherokee syllabary and some in English.

Diné Bizaad Náníl'įįh (Navajo Language Review). A new journal intended to stimulate Navajo language scholarship, especially in linguistics, child language, and bilingual education. Paul Platero, ed. Published by the Center for Applied Linguistics, Arlington, VA 22209.

IIE Report. Published by the Institute of International Education, 809 United Nations Plaza, New York, NY 10017. Contains occasional news items concerning American Indian languages.

The International Journal of American Linguistics (IJAL). First published 1917. University of Chicago, Chicago, IL 60637. This is the foremost journal in the publication of studies in American Indian linguistics.

Language (Lg.). Official publication of the Linguistic Society of America. Waverly Press, Inc., Baltimore, MD 21202. First published 1925. Contains occasional articles on American Indian languages.

Language in American Indian Education. Formerly: English for American Indians. A newsletter of the Office of Education Programs, Bureau of Indian Affairs. Issues from Fall, 1970, through Spring, 1972. Not published currently. Contains practical information relating to Indian bilingual education and also the teaching of English as a second language.

The Linguistic Reporter. A newsletter in applied linguistics, published by the Center for Applied Linguistics, Arlington, VA 22209. Contains news of educational projects, conferences, and publications relating to American Indian linguistics. Includes a section devoted to bilingual/bicultural education.

The Navajo Education Newsletter. Published by the Education Division, Navajo Area, Bureau of Indian Affairs, Window Rock, AZ 86515.

The Navajo Linguistics Newsletter. Published by the Navajo Division of Education, Window Rock, AZ 86515. Appears monthly during the school year. February 1974 issue discusses the Alaskan Athapaskan language program, with some description of Tanaina.

The Newsletter of the Conference on American Indian Languages Clearinghouse. James L. Fidelholtz, ed., University of Maryland, College Park, MD 20742. Contains useful information on the study and teaching of American Indian languages at all academic levels.

The Newsletter of the Southwest Circle. Garland D. Bills, ed. Published at the University of New Mexico, Albuquerque, NM 87106. Contains news relating to languages of the Southwest.

Studies in Linguistics. George L. Trager, ed. Published in Buffalo, New York from 1942 to 1971. In 1971-72 published at Northern Illinois University, DeKalb, IL 60115. Contains occasional articles on American Indian languages.

The Southwest Journal of Anthropology (SJA). Published at the University of New Mexico, Albuquerque, NM. 87106. First published 1945. Contains occasional articles on American Indian languages.

The University of California publications in American Anthropology and Ethnology (UCPAAE) First published 1903. Contain many articles dealing with American Indian languages, particularly in the early issues. Emphasis is on the native languages of California.

The University of California Publications in Linguistics (UCPL) Berkeley, CA 94720. First published 1943. Emphasis is on the native language of California. In most cases each volume presents an extended treatment of one subject, such as a grammar or a text.

Wassaja. A national newspaper of Indian America. Edited and published by the American Indian Historical Society, San Francisco, CA 94117. Contains occasional information about the teaching of native American languages.

2: Selected Bibliographies

(a) General Background References

Boas, Franz. 1911. Introduction to the Handbook of American Indian languages. Reprinted in: Bison Books, 1966, ed. by Preston Holder. Lincoln: University of Nebraska Press. Volume also contains Indian linguistic families of America north of Mexico, by J. W. Powell.

Chafe, Wallace L. 1962. Estimates regarding speakers of Indian languages. IJAL 28.162-71.

-----. 1965. Corrected estimates regarding speakers of Indian languages. IJAL 35.345-6.

Hoijer, Harry. 1946. Introduction to linguistic structures of native America, 9-29. Viking Fund Publications in Anthropology, 6.

Sapir, Edward. 1929. Central and North American languages. Reprinted in: Selected writings of Edward Sapir, 1949, ed. by David G. Mandelbaum. 169-78. Berkeley: University of California Press.

-----. 1931. The concept of phonetic law as tested in primitive languages by Leonard Bloomfield. Reprinted in: Selected writings of Edward Sapir, 1949, ed. by David G. Mandelbaum, 73-82. Berkeley: University of California Press.

Sapir, Edward, and Morris Swadesh. 1946. American Indian grammatical categories. Reprinted in: Language in culture and society, ed. by Dell H. Hymes, 1964, 101-7. New York: Harper & Row.

Troike, Rudolph C., and Nancy Modiano, eds. 1975. Proceedings of the First Inter-American Conference on Bilingual Education. Arlington, Virginia: Center for Applied Linguistics.

Voegelin, C. F. 1941. North American Indian languages still spoken and their genetic relationships. In: Language, culture and personality, ed. by Leslie Spier, et al., 15-40. Reprinted 1960. Salt Lake City: University of Utah Press.

Voegelin, C. F., and F. M. Voegelin. 1965. Languages of the world: Native American, fascicle I. AnL 6/6.1-149.

Voegelin, C. F., F. M. Voegelin, and Noel W. Schutz, Jr. 1967. The language situation in Arizona as part of the Southwest culture area. In: Studies in Southwestern ethnolinguistics, ed. by Dell H. Hymes with William E. Bittle, 403-51. The Hague: Mouton.

(b) Surveys and Studies

Adler, Fred W. 1961. A bibliographical checklist of Chimakuan, Kutenai, Ritwan, Salishan, and Wakashan linguistics. IJAL 27.198-210.

Blass, Birgit A., Dora E. Johnson, William W. Gage. 1969. A provisional survey of materials for the study of neglected languages. Washington, D.C.: Center for Applied Linguistics.

Bright, William. 1964. A bibliography of the publications of Harry Hoijer through 1963. IJAL 30.169-74.

-----. 1965. Articles and books on American Indian languages from North American and Latin American publications. IJAL 31.247-9.

-----, ed. 1964. Studies in Californian linguistics. UCPL 34. Contains bibliography with index.

Bureau of Indian Affairs. n.d. Indians: Languages. Contains a bibliography.

-----. 1970. Curriculum Bulletin No. 10. Bibliography of Navajo Reading Materials.

-----. 1973. Curriculum Bulletin No. 13. Bibliography of Navajo Reading Materials, continued.

Callaghan, Catherine A. 1958. California Penutian: History and bibliography. IJAL 24.189-94.

Cole, Roger W. 1973. American Indian linguistics in Florida, a survey of current trends. The University of South Florida language quarterly 11.11-5. With bibliography.

Davis, Irvine. 1971. The native languages of America: A survey of recent studies. Phonetica 7.40-63.

Dockstader, Fred J. In press. The American Indian in graduate studies. A bibliography of theses and dissertations, 1890-1970. New York: Museum of the American Indian, Heye Foundation.

Grimes, J. Larry. 1966. A bibliography of the Uto-Aztecan languages. Austin: University of Texas. also: ERIC ED 011 662.

Hamp, Eric P. 1960. A bibliography of language classifications. Studies in Linguistics 15.29-36. Amerindian.

Hockett, C. F. 1973. Yokuts as testing-ground for linguistic methods. IJAL 39.63-79. Bibliography of 20th-century material included.

Hoijer, Harry, Eric P. Hamp, William Bright. 1965. Contributions to a bibliography of comparative Amerindian. IJAL 31.346-53.

Hymes, Dell. 1964. General bibliography (Na-Dene). IJAL 30.165-8.

Kocher, Margaret, ed. 1968. 1967-68 selected bibliography in linguistics and the uncommonly taught languages. Washington, D.C.: Center for Applied Linguistics.

Krauss, Michael E. To appear. Eskimo-Aleut bibliography.

Loriot, James. 1964. Selected bibliography of comparative American Indian linguistics. IJAL 30.62-80.

Matthews, G. Hubert. 1959. Proto-Siouan kinship terminology with bibliography of the Siouan languages. AA 61.252-78.

Modern Language Association. 1967--. MLA International Bibliography. Contains comprehensive annual bibliography on Amerindian languages.

Pilling, J. C. 1887-1894. The following bibliographies were published in Bulletins of the Bureau of American Ethnology:

Eskimo	1887	Bulletin 1
Iroquoian	1888	" 6
Muskhogean	1888	" 9
Algonquian	1891	" 13
Athapascan	1892	" 14
Chinookan	1893	" 15
Salishan	1894	" 16
Wakashan	1894	" 19

(May be brought up to 1910 through bibliographies in the American Anthropologist.)

Pitkin, Harvey. 1962. A bibliography of the Wintun family of languages. IJAL 28.43-54.

Pottier, Bernard. 1967. Bibliographie américaniste: linguistique amérindienne. Paris: Societe des Américanistes.

Powers, William K. 1972. The language of the Sioux (Part II--Bibliography). Language in American Indian Education, Spring issue, 1-21.

Salzmann, Zdenek. 1961. A bibliography of works on the Arapaho division of Algonquian. IJAL 27.183-7.

Troike, Rudolph C. (comp.) 1967. Bibliographies of American Indian languages. Austin: University of Texas. ERIC ED 016 200.

Voegelin, C. F. 1942. Bibliography of American Indian linguistics, 1938-41. Lg. 18.133-9.

Wares, Alan C. (comp.) 1968. Bibliography of the Summer Institute of Linguistics.
Also Supplements 1 & 2, 1971 (out of print); 3 & 4, 1972.
May be obtained from SIL, P.O. Box 1960, Santa Ana, CA 92702.

Wolff, Hans. 1947. Bibliography of bibliographies of North American Indian languages still spoken. IJAL 13.268-73.

(c) Study Materials, by Language Group

ESKIMO-ALEUT PHYLUM

Bergsland, Knut. 1956. A grammatical outline of the Eskimo language of West Greenland. Oslo. Unpublished.

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Geoghegan, R. H. 1944. The Aleut language. Washington.

Hammerich, L. L. 1958. The western Eskimo dialects. Proceedings of the International Congress of Americanists, 32.632-9.

Kleinschmidt, Samuel. 1851. Grammatik der Grönlandischen Sprache. Berlin: G. Reimer.

Krauss, Michael E. To appear. Eskimo-Aleut bibliography.

Miyaoka, Osahito, Irene Reed, Michael Krauss, and Paschal Afcan. n.d. Yupik Eskimo teaching grammar. Preliminary edition. Fairbanks: University of Alaska.

Schultz-Lorentzen. 1927. Dictionary of the West Greenland Eskimo language. Meddelelser om Grønland, 59. Copenhagen: C. A. Reitzels Forlag.

-----. 1945. A grammar of the West Greenland language. Meddelelser om Grønland, 129.3. Copenhagen: C. A. Reitzels Forlag. Reviewed IJAL 14.4. 1948.

Swadesh, Morris. 1946. South Greenlandic (Eskimo). In: Linguistic structures of native America, Harry Hoijer, et al. 33-54. Viking Fund Publications in Anthropology, 6.

Thalbitzer, William. 1911. Eskimo. BAE B 40, Part 1, 967-1069.

Thibert, Arthur. 1958. Dictionary: English-Eskimo, Eskimo-English. Rev. ed. Ottawa: Research Center for Amerindian Anthropology, University of Ottawa.

Webster, Donald. 1968a. Can you read English? Then you can read Eskimo. Fairbanks: Summer Institute of Linguistics.

-----. 1968b. Let's learn Eskimo. 2nd ed. Fairbanks: SIL.

Webster, Donald, and Roy Ahmaogak. 1968. Iñupiat Suuvat? Fairbanks: SIL. Brief Eskimo history for use in the schools.

Webster, Donald, and Wilfried Zibell. 1970. Iñupiat Eskimo dictionary. Alaska Rural School Project. Fairbanks: University of Alaska. Barrow and Kobuk River Eskimo.

NA-DENE PHYLUM

The following languages are represented in the list for this phylum: Apache (Chiricahua, Mescalero, White Mountain), Navajo, Galice, Hupa, Mattole, Carrier, Chipewyan, Koyukon, Kutchin, Sarcee, Eyak, Tlingit, Haida.

Blair, Robert, Leo Simmons, Gary Witherspoon. 1969. Navaho basic course. Provo: Brigham Young University.

Collins, Raymond, and Sally Jo Collins. 1966. Dinak'i (a noun dictionary of Upper Kuskokwim). Fairbanks: SIL.

Cook, Eung-Do. 1972. Sarcee verb paradigms. Mercury Series #2. Winnipeg, Manitoba: The Museum of Man.

Goddard, Pliny Earle. 1904. Hupa texts. UCPAAE 1.91-368.

-----. 1905. Morphology of the Hupa language. UCPAAE 3.9-344.

-----. 1907. Phonology of the Hupa language. UCPAAE 5.1-19.

Golla, Victor. 1970. Hupa grammar. Ph.D. dissertation. University of California, Berkeley.

Goosen, Irvy. 1967. Navajo made easier. A course in conversational Navajo. Flagstaff, Ariz.: Northland Press.

Hale, Kenneth. 1970. Navaho linguistics I. Navajo Reading Materials #172.

-----. 1971. Navaho linguistics II. Navajo Reading Materials #173.

-----. 1972. Navaho linguistics III. Navajo Reading Materials #176.

Hale, Kenneth, and Lorraine Honie. 1972. An introduction to the Sound System of Navajo. Part I. Navajo Reading Materials #178.

The preceding Navajo reading materials are available from the Massachusetts Institute of Technology, Department of Linguistics, Cambridge, MA 02139.

Henry, David. 1965. Koyukon classificatory verbs. AnL 7/4.110-6.

-----. 1969. Koyukon Locationals. AnL 11/4.136-42.

Henry, David C., and Kay Henry. 1969. Dinaak'a (a noun dictionary of Koyukon). Fairbanks: SIL.

Hoijer, Harry. 1938. Chiricahua and Mescalero Apache Texts. University of Chicago Publications in Anthropology.

-----. 1945. The Apachean verb I: Verb structure and pronominal prefixes. IJAL 11.13-23.

-----. 1946a. The Apachean verb II: The prefixes for mode and tense. IJAL 12.1-13.

-----. 1946b. The Apachean verb III: The classifiers. IJAL 12.51-9.

-----. 1946c. Chiricahua Apache. In: Linguistic structures of native America, Harry Hoijer, et al., 55-84. Viking Fund Publications in Anthropology, 6.

-----. 1948. The Apachean verb IV: Major form classes. IJAL 14.247-59.

-----. 1949. The Apachean verb V: The theme and prefix complex. IJAL 15.12-22.

-----. 1966. Galice Athapaskan: A grammatical sketch. IJAL 32.320-7.

-----. 1971. Athapaskan morphology. In: Studies in American Indian languages, ed. by Jesse O. Sawyer, 112-47. UCPL 65.

Hoijer, Harry, ed. 1963. Studies in the Athapaskan Languages. UCPL 9.

Honie, Lorraine, and Ken Hale. 1972a. Aɣ'aa Dine'ɣé Bizaad Aɣhąąh Naha'iɣígíí. (Comparing languages) Navajo Reading Materials #179. Cambridge, Mass: Massachusetts Institute of Technology, Department of Linguistics. An introduction to comparative linguistics using Navajo, Hope, San Carlos Apache and Sarcee examples. For secondary schools and teacher training programs.

-----. 1972b. Dine Bizaad Yá'áti Bee Diits'a'ígíí: Aɣtse Bíhoo' aahígíí (The Sounds of Navajo: Part One). Navajo Reading Materials #180. Cambridge, Mass.: Massachusetts Institute of Technology, Department of Linguistics. A description of the four positions of articulation. A phonetics game is outlined. For secondary schools and teacher training programs.

Krauss, Michael E. 1968. Noun-classification systems in Athapaskan, Eyak, Tlingit and Haida. IJAL 34.194-203.

-----. 1969. On the classifiers in the Athapascan, Eyak, and the Tlingit verb. IUPAL-M 24 (=IJAL 35).

Leer, Jeffrey A. In preparation. Tlingit language lessons. Anchorage: Alaska Methodist University.

Li, Fang-Kuei. 1930. Mattole, an Athapaskan language. Chicago: University of Chicago Press.

-----. 1946. Chipewyan. In: Linguistic structures of native America, Harry Hoijer, et al., 398-423. Viking Fund Publications in Anthropology, 6.

Morgan, William, Sr. 1971. Teaching the Navajo language. Navajo studies at Navajo Community College, ed. by R. Roissell, 83-109. Chinle, Ariz.: Navajo Community College Press. Listed in Navajo Reading Materials bibliography as #165.

Mueller, Richard. 1964. Kutchin dictionary. A noun dictionary. Fairbanks: SIL.

-----. 1970. Let's Speak Kutchin. Fairbanks: SIL.

Naish, Constance, and Gillian Story. 1963. English-Tlingit dictionary: nouns. Fairbanks: Summer Institute of Linguistics.

-----. To appear. Dictionary of Tlingit verb stems and themes.

Ohannessian, Sirarpi, and William Gage, eds. 1969. Teaching English to speakers of Choctaw, Navajo and Papago. BIA Curriculum Bulletin No. 6.

Platero, Paul. 1972. Diné Bizaad Bibeehazáanii. Navajo Reading Materials #174. Cambridge, Mass.: Massachusetts Institute of Technology, Department of Linguistics. An introduction to Navajo syntax for Navajo speakers.

Richardson, Murray W. 1968. Chipewyan grammar. Cold Lake Alberta: Northern Canada Evangelical Mission.

Sapir, Edward. 1915. The Na-Dene languages, a preliminary report. AA 17.534-58.

-----. 1923. The phonetics of Haida. IJAL 2.143-58.

Sapir, Edward, and Harry Hoijer. 1967. The phonology and morphology of the Navajo language. UCPL 50.

Saville, Muriel. 1968. Navaho morphophonemics. Ph.D. dissertation. University of Texas, Austin.

-----; Becenti, Maebah; McLellan, Sarah; and Barbara Whaley. Navajo-English curriculum guide, kindergarten level. Window Rock, Arizona: Bureau of Indian Affairs.

Spolsky, Bernard. 1970. Navajo language maintenance I: Six-year-olds in 1969. Navajo Reading Study Progress Report #5, University of New Mexico. Reprinted in: Language Sciences 13.19-24.

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Velten, H. 1939. Tlingit tales. Two southern Tlingit tales. IJAL 10.65-74.

-----. 1944. Three Tlingit tales. IJAL 10.168-80.

Walker, Richard. Forthcoming. Central Carrier phonemics. Ottawa: Bulletin of the National Museum of Man.

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White Mountain Apache Tribe. 1972. Apache-English dictionary. Tucson: Arizona Historical Society. (May be obtained from the Apache Cultural Center, Fort Apache, AZ 85926.) This dictionary is a cooperative effort of the White Mountain Apache Culture Center and the Summer Institute of Linguistics.

Wilson, Alan. 1969. Breakthrough Navajo: An introductory course. Gallup, N.M.: University of New Mexico, Gallup Branch.

Young, Robert W., and William Morgan, Sr. 1943. The Navaho language: The elements of Navaho grammar with a dictionary in two parts containing basic vocabularies of Navaho and English. Phoenix: Office of Indian Affairs. Reprinted 1967. Salt Lake City: Deseret Book Co.

-----. 1951. A vocabulary of colloquial Navajo. Phoenix: United States Indian Service. Primarily for speakers of English.

MACRO-ALGONQUIAN PHYLUM

The following languages are represented in the list for this phylum: Arapaho, Cree, Delaware, Menominee, Ojibwa, Potawatomie, Wiyot, Yurok Chickasaw, Choctaw, Mikasuki, Muskogee (Creek); and Chitimacha, Tonkawa, and Tunica isolates.

Algonquian

Anderson, Anne. 1970-1972. Let's learn Cree (oral Cree); and many other books including a Cree-English dictionary. Edmonton: Cree Productions. List and books available from the author at 10060 118 St. #5, Edmonton, Alberta, Canada.

Baraga, R. R. n.d. Dictionary of the Otchipwe language. Minneapolis: Ross and Haines.

Bloomfield, Leonard. 1946. Algonquian. In: Linguistic structures of native America, Harry Hoijer, et al., 85-129. Viking Fund Publications in Anthropology, 6.

-----. 1957. Eastern Ojibwa: grammatical sketch, texts and word list, ed. by Charles F. Hockett. Ann Arbor: University of Michigan Press.

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Ellis, C. Douglas. 1971. Spoken Cree: West Coast of James Bay, Part I. Rev. ed. Toronto: Department of Missions, Anglican Church of Canada.

Goddard, Ives. 1967. The Algonquian independent indicative. Contributions to Anthropology: Linguistics I (Algonquian), 66-106. Ottawa: Queens Printer. National Museum of Canada Bulletin #214.

Hockett, Charles F. 1948a. Implications of Bloomfield's Algonquian studies. Lg. 24. 117-31.

-----. 1948b. Potawatomi I. Phonemics, morphophonemics and morphological survey. IJAL 14. 1-10.

-----. 1948c. Potawatomi II: Derivation, personal prefixes and nouns. IJAL 14. 63-73.

-----. 1948d. Potawatomi III: The verb complex. IJAL 14.139-49.

-----. 1948e. Potawatomi IV: Particles and sample texts. IJAL 14.213-225.

-----. 1957. Central Algonquian vocabulary: Stems in /k-/. IJAL 23.247-68.

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Michelson, Truman. 1912. Preliminary report on linguistic classification of Algonquian tribes. BAE B 28.221-90.

Ohannessian, Sirarpi, and William Gage, eds. 1969. Teaching English to speakers of Choctaw, Navajo and Papago. BIA Curriculum Bulletin No. 6.

Piggott, Glyne L., and Jonathan Kaye, eds. 1973. Odawa language project: second report. Linguistic Series #1. Toronto: University of Toronto. Includes articles on the grammar of Ojibwa and Odawa (a dialect), texts and dictionaries.

Robins, R. H. 1958. The Yurok language: Grammar, text, lexicon. UCPL 15.

Salzmann, Zdenek. 1956a. Arapaho I: Phonology. IJAL 22.49-56.

-----. 1956b. Arapaho II: Texts. IJAL 22.151-8.

-----. 1956c. Arapaho III: Additional texts. IJAL 22.266-72.

-----. 1961. Arapaho IV: Interphonemic specification. IJAL 27.151-5.

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Siebert, Frank T., Jr. 1967. The original home of the Proto-Algonquian people. Contributions to anthropology: Linguistics I (Algonquian). 13-47. National Museum of Canada, Bulletin 214.

Stevens, F. G. 1955. English-Cree primer and vocabulary. Toronto: Board of Home Missions, United Church of Canada.

Teeter, Karl V. 1964. The Wiyot language. UCPL 37.

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Voegelin, C. F. 1946. Delaware, an eastern Algonquian language. In: Linguistic Structures of Native America, Harry Hoijer, et al., 130-57. Viking Fund Publications in Anthropology, 6.

Wolfart, H. C., and Janet F. Carroll. n.d. Meet Cree. A practical guide to the Cree language. Edmonton: University of Alberta Press.

Muskogean

Baptist Home Mission. n.d. Dictionary of the Muskokee language. Used for Seminole Title VII project.

Haas, Mary R. 1941. The classification of the Muskogean languages. In: Language, culture, and personality, ed. by Leslie Spier, et al. Menasha, Wis.: Sapir Memorial Publication Fund. Reprinted, 1960. Salt Lake City: University of Utah Press.

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Loughridge & Hodge. n.d. Muskokee and English dictionary. Used for Seminole language course, East Central State College, Ada, Oklahoma.

Nicklas, Thurston Dale. In Press. Choctaw morphophonemics. Studies in Southeastern Indian languages, ed. by James M. Crawford. Athens: University of Georgia.

-----. n.d. A Choctaw orthography; A Choctaw morphology; The Choctaw language. Written for the Choctaw Bilingual Education Program, McCurtain County, Oklahoma; Southeastern State College, Durant, Oklahoma, assisting.

Pulte, William. In press. The position of Chickasaw in Western Muskogean. Studies in Southeastern Indian languages, ed. by James M. Crawford. Athens: University of Georgia.

West, John David. 1962. The phonology of Mikasuki. Studies in Linguistics 16.77-91.

Chitimacha isolate

Swadesh, Morris. 1946. Chitimacha. In: Linguistic structures of native America, Harry Hoijer, et al., 312-36. Viking Fund Publications in Anthropology, 6.

Tonkawa isolate

Hoijer, Harry. 1946. Tonkawa. In: Linguistic structures of native America, Harry Hoijer, et al., 289-311. Viking Fund Publications in Anthropology, 6.

-----. 1949. An analytical dictionary of the Tonkawa language. UCPL 5.

-----. 1972. Tonkawa Texts. UCPL 73.

Tunica isolate

Haas, Mary R. 1946. A grammatical sketch of Tunica. In: Linguistic structures of native America, Harry Hoijer, et al., 337-66. Viking Fund Publications in Anthropology, 6.

-----. 1953a. Tunica texts. UCPL 6.1-174.

-----. 1953b. Tunica dictionary. UCPL 6.175-332.

MACRO-SIOUAN PHYLUM

The following languages are represented in the list for this phylum: Assiniboine, Crow, Dakota, Hidatsa, Iowa-Oto, Lakota, Mandan, Osage, Cherokee, Mohawk, Oneida, Seneca, Kitsai, Pawnee, Wichita, Yuchi isolate.

Siouan

Bates, Frances Jean. 1972. Lessons in Lakota. M.A. Thesis, University of North Dakota.

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HOKAN PHYLUM (limited to families located wholly or partly in the United States)

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AZTEC-TANOAN PHYLUM

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SALISH FAMILY

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Appendix C: PERSONNEL WORKING WITH INDIVIDUAL LANGUAGES OR LANGUAGE GROUPS

This appendix lists the names of many persons who have contributed significantly to the study of North American Indian languages. Professional linguists as well as non-professional (chiefly native speakers) are included. Although this survey is concerned with only the United States and Canada, names of Nahuatl (Aztec) and Mayan linguists also appear, chiefly because many U.S. linguists were reported to be working with these languages.

Names of personnel have been supplied principally by respondents to the questionnaire or to other types of queries.

ESKIMO-ALEUT PHYLUM

ALEUT (Eastern & Western)
Bergslund, Knut University of Oslo, Oslo, Norway

ESKIMO
Collis, D.R.F. Section d'études amérindiennes, CRMN, Université du Québec, Chicoutimi, Quebec
Dorais, L.J. Université Laval, Quebec, Quebec
Gagné, Raymond Ministre des Affaires Indiennes, Chambre 100, 175 rue St. Jean, Quebec, Quebec
Hofmann, T.R. University of Ottawa, Ottawa, Ontario
Lefebvre, Gilles Université de Montréal, Montreal, Quebec
Mott, Oliver University of Toronto, Toronto, Ontario
Paillet, J.P. Carleton University, Ottawa, Ontario
Peacock, Rev. F.W. Memorial University, St. Johns, Newfoundland
Robinson, B. Churchill Vocational Centre, Churchill, Manitoba
Smith, L.R. Memorial University, St. Johns, Newfoundland

Eskimo (Greenland)
Sadock, Jerrold University of Chicago, Chicago, IL 60637
Underhill, Robert San Diego State University, San Diego, CA 92115

Eskimo (Iglooklik)
Wright, Roy University of Toronto, Toronto, Ontario

Eskimo (Keewatin)
Mallon, S. Rankin Inlet, Northwest Territories

Eskimo (Kobuk River)
Seiler, Mr. & Mrs. Wolf Noorvik, AK 99763
Zibell, Donna "

Inupiat Eskimo
Bergsland, Knut University of Oslo, Oslo, Norway
Correll, T.C. University of Manitoba, Winnipeg, Manitoba

Yupik Eskimo
Krauss, Michael University of Alaska, College, AK 99735

Yupik Eskimo (Central Alaskan)
Afcan, Paschal University of Alaska, College, AK 99735
Myiaoka, Osahito "

Yupik Eskimo (Central Alaskan & Pacific Gulf)
Reed, Irene University of Alaska, College, AK 99735

Yupik Eskimo (St. Lawrence Island)
Badten, Linda Fairbanks, AK 99701
Shinen, Mr. & Mrs. David Box 629, Nome, AK 99762

NA-DENE PHYLUM

ATHAPASKAN

Durbin, Marshall Washington University, St. Louis, MO 63130
Golla, Victor George Washington University, Washington, DC 20006
Hoijer, Harry University of California (emeritus), Los Angeles, CA 90024

Northern Athapaskan

Gardner, Peter University of Missouri, Columbia, MO 65201
Howren, Robert University of Iowa, Iowa City, IA 52240
Krauss, Michael University of Alaska, College, AK 99735

West Coast Athapaskan

Haas, Mary R. University of California, Berkeley, CA 94720

Apache (Western)

Hill, Faith Box 1276, Jerusalem, Israel

Apache (Mescalero)

Clark, Elaine Box 253, Mescalero, NM 88340

Beaver

Holdstock, Mr. & Mrs. Marshall Goodlow, British Columbia

Carrier

Lincoln, N.J. Simon Fraser University, Burnaby, British Columbia
Wilkinson, Mr. & Mrs. David Box 699, Fort St. James, British Columbia

Carrier (Anahim Lake)

Davis, C. National Museum of Man, Ottawa, Ontario

Carrier (Babine)

Hildebrandt, Mr. & Mrs. Henry Box 586 Burns Lake, British Columbia

Carrier (Central)

Walker, Mr. & Mrs. Richard Box 365, Fort St. James, British Columbia

Chilcotin

King, Quindel Northern Canada Evangelical Missions, Alexis Creek, British Columbia

Chipewyan

Elford, L. Northern Canada Evangelical Missions, Cold Lake, Alberta
Haas, Mary R. University of California, Berkeley, CA 94720

Dogrib

Lincoln, N.J. Simon Fraser University, Burnaby, British Columbia
Zimmerman, Mr. & Mrs. Herbert Box 551, Yellowknife, Northwest Territories

Eyak

Krauss, Michael University of Alaska, College, AK 99735

Hupa
Woodward, Mary F. California State University, Los Angeles, CA 90032

Kaska
Cook, Eung-Do University of Calgary, Calgary, Alberta

Koyukon
Henry, Mr. & Mrs. David Box 1028, Fairbanks, AK 99710

Kutchin
Crawford, Elizabeth Fort McPherson, Northwest Territories
Elford, L. Northern Canada Evangelical Missions, Cold Lake, Alberta

Kutchin (Alaskan)
Mueller, Mr. & Mrs. Richard Box 68, Fort Yukon, AK 99740

Kutchin (Canadian)--also called Loucheaux
Ritter, John Fort McPherson, Northwest Territories

Navajo
Blair, Robert W. Brigham Young University, Provo, UT 84601
Dick, Earnest Rough Rock Demonstration School, Chinle, AZ 86503
Draper, Teddy Navajo Community College, Many Farms, Chinle, AZ 86503
Elgin, Suzette San Diego State University San Diego, CA 92115
Goosen, Irvy Northern Arizona University, Flagstaff, AZ 86001
Griffen, William "
Hale, Kenneth Massachusetts Institute of Technology, Cambridge, MA 02139
Hardy, Frank 5200 Iliff N.W., Albuquerque, NM 87105
Hill, Faith Box 1276, Jerusalem, Israel
Holm, Agnes Rock Point Community School, Chinle, AZ 86503
Kari, James University of New Mexico, Albuquerque, NM 87106
Kaufmann, Ellen Massachusetts Institute of Technology, Cambridge, MA 02139
Landar, Herbert California State University, Los Angeles, CA 90032
Morgan, William, Sr. University of New Mexico, Albuquerque, NM 87106
Platero, Paul Massachusetts Institute of Technology, Cambridge, MA 02139
Saville, Muriel Georgetown University, Washington, DC 20007
Spolsky, Bernard University of New Mexico, Albuquerque, NM 87106
Tsosie, Ellavina Massachusetts Institute of Technology, Cambridge, MA 02139
Tutt, Rev. David E. New Mexico State University, San Juan Branch, Farmington, NM 87401
Vollmer, Fr. Caron St. Michaels Mission, St. Michaels, AZ 86511
Werner, Oswald Northwestern University, Evanston, IL 60201
Wilson, Alan University of New Mexico, Gallup Branch, Gallup, NM 87301
Young, Robert University of New Mexico, Albuquerque, NM 87106

Sarcee
Cook, Eung-Do University of Calgary, Calgary, Alberta

Slave
Monus, Mr. & Mrs. Victor Box 1222, Fort Simpson, Northwest Territories

Tahltan
Cook, Eung-Do University of Calgary, Calgary, Alberta

Tanaina

Kari, James University of New Mexico, Albuquerque, NM 87106
Landar, Herbert California State University, Los Angeles, CA 90032

Upper Kuskokwim

Collins, Mr. & Mrs. Raymond Box 75, McGrath, AK 99691

Upper Tanana

Milanowski, Mr. & Mrs. Paul Mile 1284, Alaska Highway, Tok, AK 99780

TLINGIT ISOLATE

Dauenhauer, Richard Alaska Methodist University, Anchorage, AK 99501
Florendo, Nora "
Johnson, Andrew F. Sheldon Jackson College, Sitka, AK 99835
Krauss, Michael University of Alaska, College, AK 99735
Leer, Jeffrey Alaska Methodist University, Anchorage, AK 99501
Naish, Constance Goodlow, British Columbia
Ramos, Elaine Sheldon Jackson College, Sitka, AK 99835
Seaman, P. David Northern Arizona University, Flagstaff, AZ 86001
Story, Gillian Goodlow, British Columbia

HAIDA ISOLATE

Bouchard, Randy 1175 Douglas St., Suite 114, Victoria, British Columbia
Kess, Joseph F. University of Victoria, Victoria, British Columbia
Levine, Robert Columbia University, New York, NY 10027

MACRO-ALGONQUIAN PHYLUM

ALGONQUIAN

Goddard, R.H. Ives Harvard University, Cambridge, MA 02138
Haas, Mary R. University of California, Berkeley, CA 94720
Miner, Kenneth University of Wisconsin, Milwaukee, WI 53201
Moshinsky, Julius Graduate School, CUNY, New York, NY 10036
Voegelin, C.F. Indiana University, Bloomington, IN 47401
Wolfart, H.C. University of Manitoba, Winnipeg, Manitoba

Algonquin

Henderson, T.S.T. University of Ottawa, Ottawa, Ontario
Jones, M. David University of Toronto, Toronto, Ontario

Arapaho

Salzmann, Zdenek University of Massachusetts, Amherst, MA 01002

Blackfoot

Frantz, Mr. & Mrs. Donald G. Box 24, Arrowwood, Alberta
Taylor, Allan Ross University of Colorado, Boulder, CO 80302
Thomson, Mr. & Mrs. Gregory E. Box 261, Gleichen, Alberta

Cheyenne

Alford, D.K. Northern Cheyenne Bilingual Education Program, Ashland, MT 59003
Harmell, Kathy University of California, Berkeley, CA 94720

Cree

Baker, Lynn D. Rocky Boy Reservation Bilingual Program, Box Elder, MT 59521
Darnell, Regna University of Alberta, Edmonton, Alberta
Ellis, C.D. McGill University, Montreal, Quebec
Kaye, Jonathan University of Toronto, Toronto, Ontario
Lefebvre, Gilles University of Montreal, Montreal, Quebec
Mills, John A. University of Saskatchewan, Saskatoon, Saskatchewan
Tolly, Grace Glendon College, York University, Toronto, Ontario
Vaillancourt, Rev. P.J. Ottawa University, Ottawa, Ontario
Voorhis, Paul Brandon University, Brandon, Manitoba
Wright, Edgar Laurentian University, Sudbury, Ontario

Cree (Mistassini)

McKenzie, Marguerite University of Toronto, Toronto, Ontario
Wright, Roy "

Cree (Plains)

Goulet, Keith University of Saskatchewan, Saskatoon, Saskatchewan

Cree (Plains & Swampy)

Wolfart, H.C. University of Manitoba, Winnipeg, Manitoba

Delaware

Pearson, Bruce University of South Carolina, Columbia, SC 29200

Gros Ventre

Salzmann, Zdenek University of Massachusetts, Amherst, MA 01002

Kickapoo

Blair, Robert W. Brigham Young University, Provo, UT 84601

Malecite

Szabo, L. University of New Brunswick, Fredericton, New Brunswick

Malecite-Passamaquoddy

Teeter, Karl V. Harvard University, Cambridge, MA 02138

Menominee

Hockett, Charles Cornell University, Ithaca, NY 14850
Salzmann, Zdenek University of Massachusetts, Amherst, MA 01002

Michif (French-Cree)

Crawford, John C. University of North Dakota, Grand Forks, ND 58201

Micmac

deBlois, A.D. Université de Montréal, Montreal, Quebec
Fidelholtz, James University of Maryland, College Park, MD 20742

Hewson, John Memorial University, St. John's, Newfoundland
Smith, Douglas Erindale College, University of Toronto, Toronto, Ontario
Williams, Mr. & Mrs. Watson 23 Dufferin St., Campbellton, New Brunswick

Montagnais
Collis, D.R.F. Université du Québec, Chicoutimi, Quebec
McNulty, G.E. Université Laval, Quebec, Quebec

Naskapi
Bubenik, V. Memorial University, St. John's Newfoundland
Hewson, John "

Naskapi-Montagnais
Mailhot, Mlle. Jose Université du Québec, Chicoutimi, Quebec

Ojibwa
Beade, Pedro York University, Toronto, Ontario
Fiero, Charles Cass Lake, Manitoba
Fox, Mrs. G. Wikwemikong, Ontario
Hamp, Eric University of Chicago, Chicago, IL 60637
Hill, Kenneth C. University of Michigan, Ann Arbor, MI 48104
Hockett, Charles Cornell University, Ithaca, NY 14850
Kaye, Jonathan University of Toronto, Toronto, Ontario
Kindshameg, Stella Sudbury College, Laurentian University, Sudbury, Ontario
King, Cecil University of Saskatchewan, Saskatoon, Saskatchewan
McKinney, M. Laurentian University, Sudbury, Ontario
Nichols, John D. University of Wisconsin, Milwaukee, WI 53201
Piggott, Glyne University of Western Ontario, London, Ontario
Truitner, Kenneth L. University of Minnesota, Minneapolis, MN 55455
Webkamigad, Howard Sudbury College, Laurentian University, Sudbury, Ontario
Wright, Edgar Laurentian University, Sudbury, Ontario
Wright, Roy University of Toronto, Toronto, Ontario

Ojibwa (Eastern)
Rhodes, Richard A. University of Michigan, Ann Arbor, MI 48104

Ojibwa (Michigan)
Nyholm, Earl Bemidji State College, Bemidji, MN 56601

Ojibwa (Minnesota)
Ross, Selan Bemidji State College, Bemidji, MN 56601

Ojibwa (Missisauga)
Todd, E. Trent University, Peterborough, Ontario

Ojibwa (Southwestern Chippewa)
Dunnigan, Timothy University of Minnesota, Minneapolis, MN 55455

Potawatomie
Hockett, Charles Cornell University, Ithaca, NY 14850

Saulteaux (Ojibwa)
Voorhis, Paul Brandon University, Brandon, Manitoba

Shawnee
Parks, Douglas R. Idaho State University, Pocatello, ID 83201

MUSKOGEAN; ALSO TONKAWA, TUNICA, WIYOT, & YUROK ISOLATES

Alabama
Lupardus, Karen J. University of Kansas, Lawrence, KS 66044
McCall, Mary E. University of Georgia, Athens, GA 30601
Saville, Muriel. Georgetown University, Washington, DC 20007

Chickasaw
Pulte, William Southern Methodist University, Dallas, TX 75200

Choctaw
Badger, H. Andrew University of Southern Mississippi, Hattiesburg, MS 39401
Heath, Jeffrey University of Chicago, Chicago, IL 60637
Pulte, William Southern Methodist University, Dallas, TX 75200
Rankin, Robert University of Kansas, Lawrence, KS 66044
Sample, Ann Southeastern State College, Durant, OK 74701

Choctaw (Mississippi)
Brown, Marice University of Southern Mississippi, Hattiesburg, MS 39401
Crawford, James M. University of Georgia, Athens, GA 30601
McCall, Mary E. "

Choctaw (Oklahoma)
Nicklas, Thurston Dale Southeastern State College, Durant, OK 74701

Muskogean
Haas, Mary R. University of California, Berkeley, CA 94720
Heike, Adolph E. University of Kansas, Lawrence, KS 66044
Watkins, Laurel J. "

Seminole (Mikasuki)
Cole, Roger W. University of South Florida, Tampa, FL 33620
West, Mr. & Mrs. David Miccosukee Day School, Tamiami Station, Miami, FL 33100

Seminole (Oklahoma)
Factor, Susannah East Central State College, Ada, OK 74820

Tonkawa
Hoijer, Harry University of California (emeritus), Los Angeles, CA 90024
Troike, Rudolph C. Center for Applied Linguistics, 1611 N. Kent St., Arlington, VA 22209

Tunica
Haas, Mary R. University of California, Berkeley, CA 94720

Wiyot
Teeter, Karl V. Harvard University, Cambridge, MA 02138

Yurok
Berman, Howard University of Chicago, Chicago, IL 60637

MACRO-SIOUAN PHYLUM

SIOUAN

Assiniboine (Stoney)
Harbeck, Mr. & Mrs. Warren A. Box 272, Exshaw, Alberta

Crow
Gordon, Mr. & Mrs. Ray Box 1218, Crow Agency, MT 59022
Kaschube, Dorothea University of Colorado, Boulder, CO 80302
Matthews, G. Hubert Massachusetts Institute of Technology, Cambridge, MA 02139

Dakota
Carter, R.T., Jr. University of Manitoba, Winnipeg, Manitoba
Dunnigan, Timothy University of Minnesota, Minneapolis, MN 55455

Dakota (Santee, Yankton)
Marino, Mary C. University of Saskatchewan, Sasketoon, Saskatchewan

Hidatsa
Jahner, Sr. Elaine Mary College, Bismarck, ND 58501
Matthews, G. Hubert Massachusetts Institute of Technology, Cambridge, MA 02139
Voegelin, C.F. Indiana University, Bloomington, IN 47401
Voegelin, F.M. "

Lakota
Blacksmith, Melvin Black Hills State College, Spearfish, SD 57783
Coberly, Mary S. University of Northern Colorado, Greeley, CO 80631
Crawford, John C. University of North Dakota, Grand Forks, ND 58201
Daniels, Mr. & Mrs. Russell Box 16, Oelrichs, SD 57763
Gardner, Doreen Black Hills State College, Spearfish, SD 57783
Hull, Walter University of Kansas, Lawrence, KS 66044
Jahner, Sr. Elaine Mary College, Bismarck, ND 58501
de Lisle, Giles Stanford University, Stanford, CA 94305
deMallie, Raymond J., Jr. University of Wyoming, Laramie, WY 82070
Murphy, Shirley California State University, San Diego, CA 92115
One Feather, Gerald Black Hills State College, Spearfish, SD 57783

Rood, David S. University of Colorado, Boulder, CO 80302
Taylor, Allan R. "

Omaha
Carter, R.T., Jr. University of Manitoba, Winnipeg, Manitoba

IROQUOIAN

Caughnawaga
Beatty, John Brooklyn College, CUNY, Brooklyn, NY 11210

Cayuga
Dudley, Ruth 385 Longmeadow Road, Eggertsville, NY
Lounsbury, Floyd G. Yale University, New Haven, CT 06520

Cherokee
Feeling, Durbin Claremore College, Claremore, OK 74017
King, Duane H. University of Georgia, Athens, GA 30601
Lounsbury, Floyd G. Yale University, New Haven, CT 06520
Morton, Neal Northeastern State College, Tahlequah, OK 74464
Puite, William Southern Methodist University, Dallas, TX 75200
Underwood, Ross Northeastern State College, Tahlequah, OK 74464
Walker, Willard Wesleyan University, Middletown, CT 06457

Cherokee (North Carolina)
Cook, William H. Yale University, New Haven, CT 06520

Cherokee (Oklahoma)
Foley, Lawrence University of Wisconsin, Milwaukee, WI 53201

Mohawk
Beatty, John Brooklyn College, CUNY, Brooklyn, NY 11210
Bibeau, G. University of Montreal, Montreal, Quebec
Bleu-Lagarde, Pierrette McGill University, Montreal, Quebec
Feurer, H. McGill University, Montreal, Quebec
Lounsbury, Floyd G. Yale University, New Haven, CT 06520
Rudes, Blair A. SUNY, Buffalo, NY 14214
Wright, Roy University of Toronto, Toronto, Ontario

Mohawk (St. Regis)
Bonvillain, Nancy Université du Québec, Chicoutimi, Quebec

Oneida
Abbot, Clifford Yale University, New Haven, CT 06520
Campisi, Jack SUNY, New Paltz, NY 12561
Dudley, Ruth 385 Longmeadow Road, Eggertsville, NY
Foley, Lawrence University of Wisconsin, Milwaukee, WI 53201
Lounsbury, Floyd G. Yale University, New Haven, CT 06520

Onondaga

Chafe, Wallace L. University of California, Berkeley, CA 94720
Fenton, William N. SUNY, Albany, NY 12203
Lounsbury, Floyd G. Yale University, New Haven, CT 06520
Woodbury, Hanni "

Seneca

Blueye, Ester SUNY, Buffalo, NY 14214
Chafe, Wallace L. University of California, Berkeley, CA 94720
Dudley, Ruth 385 Longmeadow Road, Eggertsville, NY
Lounsbury, Floyd G. Yale University, New Haven, CT 06520
Rudes, Blair A. SUNY, Buffalo, NY 14214
Williams, Eileen "

Tuscarora

Lounsbury, Floyd G. Yale University, New Haven, CT 06520
Rudes, Blair A. SUNY, Buffalo, NY 14214
Williams, Mary Anne SUNY, Albany, NY 12203

CADDOAN

Chafe, Wallace L. University of California, Berkeley, CA 94720
Taylor, Allan R. University of Colorado, Boulder, CO 80302
Troike, Rudolph C. Center for Applied Linguistics, 1611 N. Kent St., Arlington, VA 22209

Arikara

Parks, Douglas Idaho State University, Pocatello, ID 83201

Pawnee

Parks, Douglas Idaho State University, Pocatello, ID 83201

Wichita

Garvin, Paul SUNY, Buffalo, NY 14214
Rood, David S. University of Colorado, Boulder, CO 80302

YUCHI ISOLATE

Ballard, W.L. Georgia State University, Atlanta, GA 30300
Crawford, James M. University of Georgia, Athens, GA 30601

HOKAN PHYLUM

Achomawi
Nevin, Bruce Box 181, Fall River Mills, CA 96028

Atsugewi
Talmy, Len University of California, Berkeley, CA 94720

Chumash
Beeler, Madison S. University of California, Berkeley, CA 94720

Cocopa
Nevers, Mr. & Mrs. Thomas Box 430, Somerton, AZ 85350

Diegueño
Almstedt, R. University of California at San Diego, La Jolla, CA 92037
Bright, William University of California, Los Angeles, CA 90024
Chung, S. University of California at San Diego, La Jolla, CA 92037
Elgin, Suzette San Diego State University, San Diego, CA 92115
Hinton, L. University of California at San Diego, La Jolla, CA 92037
Jacobs, R. "
Langdon, Margaret "
Stenson, M. "

Eastern Pomo
McLendon, Sally Hunter College, CUNY, New York, NY 10021

Havasupai
Hinton, L. University of California at San Diego, La Jolla, CA 92037
Kozlowski, Edwin University of Iowa, Iowa City, IA 52240

Hokan
Haas, Mary R. University of California, Berkeley, CA 94720
Troike, Rudolph C. Center for Applied Linguistics, 1611 N. Kent St., Arlington, VA 22209

Karok
Bright, William University of California, Los Angeles, CA 90024

Kiliwa
Mixco, Mauricio J. University of Utah, Salt Lake City, UT 84112

Mohave
Key, Harold H. California State University, Long Beach, CA 90801
Mixco, Mauricio J. University of Utah, Salt Lake City, UT 84112
Munro, Pamela Colorado River Indian Reservation, Parker, AZ 85344

Northern Pomo
Vihman, Eero 115 Stonegate Rd., Portola Valley, CA 94025

Pomo
Oswalt, Robert 99 Purdue Avenue, Berkeley, CA 93306

Pomo (Kashia)
Silver, Shirley California State College at Sonoma, Rhonert Park, CA 94928

Shasta
Silver, Shirley California State College at Sonoma, Rhonert Park, CA 94928

Southeastern Pomo
Moshinsky, Julius Graduate School, CUNY, New York, NY 10036

Washo
Jacobsen, William University of Nevada, Reno, NV 89507

Yavapai
Kendall, Martha Vassar College, Poughkeepsie, NY 12600

Yuman
Shaterian, Alan University of California, Irvine, CA 92664

PENUTIAN PHYLUM

Chinook
Silverstein, Michael University of Chicago, Chicago, IL 60637

Chinook Jargon
Johnson, Samuel V. University of Kansas, Lawrence, KS 66044

Chinookan (Wasco)
Hymes, Dell University of Pennsylvania, Philadelphia, PA 19104

Klamath
Barker, M.A.R. McGill University, Montreal, Quebec

Maidu
Shipley, William University of California, Santa Cruz, CA 95060

Miwok
Berman, Howard University of Chicago, Chicago, IL 60637
Callaghan, Catherine A. Ohio State University, Columbus, OH 43210

Miwok (Lake)
Chinese, Joseph Ohio State University, Columbus, OH 43210
Hoar, Nancy "

Miwok (Southern Sierra)
Broadbent, Sylvia University of California, Riverside, CA 92502

Nez Perce
Aoiki, Harou University of California, Berkeley, CA 94720

Sahaptin
Hymes, Virginia University of Pennsylvania, Philadelphia, PA 19104
Rigsby, Bruce University of New Mexico, Albuquerque, NM 87106

Sahaptin (Wanapum)
St. Clair, Robert N. University of Kansas, Lawrence, KS 66044

Tsimshian
Silverstein, Michael University of Chicago, Chicago, IL 60637

Tsimshian (Nass-Gitksan)
Hindle, Lonnie 1027 W. Broadway, Vancouver, British Columbia
Rigsby, Bruce University of New Mexico, Albuquerque, NM 87106

Wintu
Pitkin, Harvey Columbia University, New York, NY 10007

Yokuts
Newman, Stanley University of New Mexico (emeritus), Albuquerque, NM 87106

Yokuts (Wukchumne & Yachi)
Gamble, Geoffrey University of California, Berkeley, CA 94720

ZUNI ISOLATE
Cook, Mr. & Mrs. Curtis Box 555, Zuni, NM 87327
Newman, Stanley University of New Mexico (emeritus), Albuquerque, NM 87106
Seaman, P. David Northern Arizona University, Flagstaff, AZ 86001

MAYAN FAMILY
Attinasi, John Columbia University, New York, NY 10027
Campbell, Lyle University of Missouri, Columbia, MO 65201
Farber, Ann Columbia University, New York, NY 10027
Fought, John University of Pennsylvania, Philadelphia, PA 19174
McQuown, Norman University of Chicago, Chicago, IL 60637

Cakchiquel
McLaran, Marlys University of California, Los Angeles, CA 90024

Chol
Fought, John University of Pennsylvania, Philadelphia, PA 19174

Chorti
Fought, John University of Pennsylvania, Philadelphia, PA 19174
Lounsbury, Floyd G. Yale University, New Haven, CT 06520

Kekchi
Freeze, Raymond A. University of Utah, Salt Lake City, UT 84112

Mopan
Ventur, Pierre Yale University, New Haven, CT 06520

Quiche
Bricker, Victoria Tulane University, New Orleans, LA 70118
Rodriguez, Eric Yale University, New Haven, CT 06520

Tojolabal
Ventur, Pierre Yale University, New Haven, CT 06520

Tzotzil
Edmonson, Munro S. Tulane University, New Orleans, LA 70118

Yucatec
Bricker, Victoria Tulane University, New Orleans, LA 70118
Edmonson, Munro S. "
Lounsbury, Floyd G. Yale University, New Haven, CT 06520
McLaran, Marlys University of California, Los Angeles, CA 90024

AZTEC-TANOAN PHYLUM

UTO-AZTECAN

Aztec
Almstedt, R. University of California at San Diego, La Jolla, CA 92037
Campbell, Lyle University of Missouri, Columbia, MO 65201
Dibble, Charles E. University of Utah, Salt Lake City, UT 84112
Langacker, Ronald W. University of California at San Diego, La Jolla, CA 92037

Chemehuevi
Munro, Pamela Colorado River Indian Reservation, Parker, AZ 85344

Comanche
Thomas, Carmelita Utah State University, Logan, UT 84322

Cupeño
Hill, Jane H. Wayne State University, Detroit, MI 48202
Jacobs, R. University of California at San Diego, La Jolla, CA 92037

Hopi
Ekstrom, Mr. & Mrs. Jonathan 512 Cottonwood, Winslow, AZ 86047
Sekaquaptewa, Emory University of Arizona, Tucson, AZ 85721
Voegelin, C.F. University of Indiana, Bloomington, IN 47401
Voegelin, F.M. "

Kiowa
Johnson, Edith Trager California State University, San Jose, CA 95192
Seaman, P. David Northern Arizona University, Flagstaff, AZ 86001

Luiseño
Bright, William University of California, Los Angeles, CA 90024
Chung, S. University of California at San Diego, La Jolla, CA 92037
Hyde, Villiana Rincon Reservation, San Diego County, California
Langacker, Ronald W. University of California at San Diego, La Jolla, CA 92037
Munro, Pamela Colorado River Indian Reservation, Parker, AZ 85344
Steele, Susan University of New Mexico, Albuquerque, NM 87106

Mono
Lamb, Sidney M. Yale University, New Haven, CT 06520

Nahuatl
Bright, William University of California, Los Angeles, CA 90024
Greenleaf, Richard Tulane University, New Orleans, LA 70118
Griffen, William Northern Arizona University, Flagstaff, AZ 86001

Northern Paiute
Anderson, Mr. & Mrs. John Box 69, McDermitt, NV 89421
Liljeblad, Sven Idaho State University (emeritus), Pocatello, ID 83201
Nichols, Mike University of Missouri, Columbia, MO 65201

Panamint Shoshoni
Dayley, Jon University of California, Berkeley, CA 94720

Papago
Hale, Kenneth Massachusetts Institute of Technology, Cambridge, MA 02139
Mathiot, Madeleine SUNY, Buffalo, NY 14214
Matson, Daniel S. University of Arizona, Tucson, AZ 85721
Saxton, Mr. & Mrs. Dean Box 368, Sells, AZ 85634

Seri
Griffen, William Northern Arizona University, Flagstaff, AZ 86001

Serrano
Crook, D. University of California at San Diego, La Jolla, CA 92037
Hill, Kenneth C. University of Michigan, Ann Arbor, MI 48104

Shoshoni
Booth, Curtis University of California at San Diego, La Jolla, CA 92037
Casagrande, Joseph B. University of Florida, Gainesville, FL 32611
Crapo, Richley H. Utah State University, Logan, UT 84322
Crum, Beverly Duck Valley Reservation, Owyhee, NV 89832
Liljeblad, Sven Idaho State University (emeritus), Pocatello, ID 83201
Miller, Wick R. University of Utah, Salt Lake City, UT 84112
Mixco, Mauricio J. "
Parks, Douglas Idaho State University, Pocatello, ID 83201

Southern Paiute
Key, Harold H. California State University, Long Beach, CA 90801
Tripaldi, Jeannie University of California, Riverside, CA 92502
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SALISHAN LANGUAGES

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Chilliwack

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Coeur d'Alene

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Flathead

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Nootka

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Kootenai

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YUKI ISOLATE

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Yuki

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Silver, Shirley California State College at Sonoma, Rohnert Park, CA 94928

Appendix D: ESTIMATES OF THE NUMBER OF SPEAKERS OF AMERICAN INDIAN LANGUAGES NORTH OF MEXICO

The viability of a language depends greatly upon the number of young children who speak it. Consequently, statistical data concerning speakers of American Indian languages and their ages afford an indication of the strength of these languages. The best overall source for these figures has been published by Wallace L. Chafe in the International Journal of American Linguistics, "Estimates Regarding Speakers of Indian Languages," (1963) and "Corrected Estimates Regarding Speakers of Indian Languages," (1965). Chafe's estimates form the basis of the information in this appendix, though more recent statistics are shown whenever possible, e.g., for the Na-Dene languages Professor Michael Krauss has published figures applicable to the early 1970s (Krauss, in press). Krauss has also provided figures for the Eskimo and Aleut languages in Alaska.

The figures in the following tables are taken from Chafe (1963, 1965)--marked (C)--and from Krauss (in press)--marked (K). Individual languages cited are reported to have speakers of all ages, including significant numbers of children, unless otherwise specified. The official census data compiled by the U.S. and Canadian governments are uneven in their sensitivity to linguistic matters and fail to offer substantial aid in a study such as this.

	No. of Speakers	Location	Source
ESKIMO-ALEUT PHYLUM			
Eskimo	69,000-79,000	Alaska & Canada	(C) & (K)
Iñupiat	7,000	Alaska	(K)
	40,000-50,000	Canada	(C)
Yupik	22,000	Alaska	(K)
Aleut	600-700	Alaska	(C)
Eastern	500*	Alaska	(K)
Western	100	Alaska	(C)
NA-DENE PHYLUM			
Athapaskan	150,000	U.S. & Canada	(K)
Carrier	1,000-3,000	Canada	"
Chilcotin	1,400	Canada	"
Chipewyan	3,400-5,600	Canada	"
Dogrib	800	Canada	"
Kutchin	900	U.S.	"
	300*	Canada	"
Mescalero Apache	1,200	U.S.	"
Navajo	120,000	U.S.	"
Pacific Coast	15-25**	U.S.	"
Slave	1,000-2,000	Canada	"
Upper Kuskokwim	100	U.S.	"
Upper Tanana	300	U.S.	"
Western Apache	10,000-11,000	U.S.	"
Tlingit isolate	1,000	Alaska	(K)
Haida isolate	300-450	Canada	(K)
	100	Alaska	"

*few children
**no children

	No. of Speakers	Location	Source
MACRO-ALGONQUIAN PHYLUM			
Algonquian	89,000-115,000	U.S. & Canada	(C)
Arapaho	1,000-3,000	U.S.	"
Blackfoot	5,000-6,000	U.S.	"
Cheyenne	3,000-4,000	U.S.	"
Cree	30,000-40,000	Canada	"
Micmac	3,000-5,000	Canada	"
Montagnais-Naskapi	5,000	Canada	"
Ojibwa	40,000-50,000	U.S. & Canada	"
Muskogean	23,300-24,600	U.S.	(C)
Chickasaw	2,000-3,000	U.S.	"
Choctaw	10,000	U.S.	"
Creek	10,300	U.S.	"
Mikasuki	700	U.S.	"
Ritwan	10-20**	U.S.	(C)
MACRO-SIOUAN PHYLUM			
Siouan	20,700-39,500	U.S. & Canada	(C)
Dakota			
Assiniboine	1,000-2,000	U.S. & Canada	"
Santee (Dakota)	3,000-5,000	U.S. & Canada	"
Teton (Lakota)	10,000-15,000	U.S. & Canada	"
Yankton (Nakota)	1,000-2,000	U.S.	"
Crow	3,000	U.S.	"
Iroquoian	15,000-22,000	U.S. & Canada	(C)
Cherokee	10,000	U.S.	"
Mohawk	1,000-2,000*	U.S. & Canada	"
Seneca	2,000-3,000*	U.S. & Canada	"
Caddoan	1,100-1,600*	U.S.	(C)
Yuchi isolate	100-200**	U.S.	(C)

*few children
**no children

	No. of Speakers	Location	Source
HOKAN PHYLUM			
Yuman	3,500-5,300	U.S.	(C)
Other Hokan Langs.	500-1,000**	U.S.	"
PENUTIAN PHYLUM			
Sahaptin	1,600-3,000	U.S.	(C)
Tsimshian	3,000	Canada	"
Zuni isolate	3,000-4,000	U.S.	"
AZTEC-TANOAN PHYLUM			
Uto-Aztecan	25,900-36,500	U.S.	(C)
Shoshonean	12,900-21,500	U.S.	"
Hopi	3,000-5,000	U.S.	"
Shoshoni	5,000	U.S.	"
Southern Paiute	1,000-3,000	U.S.	"
Ute	2,000-4,000	U.S.	"
Pima-Papago	13,000-15,000	U.S.	"
Tanoan	5,500-7,000	U.S.	(C)
Tewa	2,100-2,500	U.S.	"
Tiwa	2,200-3,300	U.S.	"
Towa	1,200	U.S.	"
SALISH FAMILY	5,900-11,200	U.S. & Canada	(C)
Halkomelem	1,000-2,000	Canada	"
Lillooet	1,000-2,000	Canada	"
Okanagan	1,000-2,000	U.S. & Canada	"
Shuswap	1,000-2,000	Canada	"
Thompson	1,000-2,000	Canada	"

**no children

	No. of Speakers	Location	Source
WAKASHAN FAMILY	2,700-5,600	Canada	(C)
Haisla	100-1,000	Canada	"
Heiltsuk	100-1,000	Canada	"
Kwakiutl	1,000	Canada	"
Nootka	1,000-2,000	Canada	"
KERESAN ISOLATE	6,000-8,000	U.S.	"

Appendix E: RECOMMENDATIONS OF THE CAL-SPONSORED CONFERENCE ON PRIORITIES IN AMERICAN INDIAN LANGUAGE WORK

There has been in recent years a great revival of interest among linguists in the study of American Indian languages, which represent the products of millenia of divergence in isolation from the languages of the Old World, and which differ among themselves as much as do English and Chinese. This growth of interest coincides with a mounting concern on the part of Native American groups for the preservation (or in some instances, the revival) of their unique linguistic and cultural resources in the face of growing pressures for assimilation into the national mainstream of society. Increasingly, Indian groups are calling for the recognition of their cultural identity, and are asking that their children be given an opportunity to learn their ancestral language either before it is too late, and the language is lost to them, or in order to bridge the gap between school and home, so that the children grow up with greater self-respect and pride in their heritage and do not suffer the effects of an imposed curriculum entirely in a foreign language.

Any research on American Indian languages that is undertaken today must take place within this context. Scholars of American Indian languages have an obligation to the people with whom they work to return to the community some of the fruits of the information they obtain from it. This is being increasingly insisted upon by the Native American communities in which linguists work, and it should be recognized that the work of linguists has value to these communities, even where the motivation for the work is purely theoretical or scientific. Many linguists, for their part, are keenly interested in assisting Indian groups to develop means and materials for preserving their language. The means include sufficient training of Indians in linguistics to enable them to undertake the analysis of their own languages, and joint projects for the development of pedagogical materials. Indeed, the needs are so great that the only way to meet them is through the training of native speakers. Native Americans and linguists thus share a strong bond of mutual interest, and ways for closer cooperation and collaboration should be encouraged.

Priorities for work with American Indian languages may be grouped in three categories: research, pedagogical materials, and training. The topics indicated in each area all represent priority needs or criteria for evaluating projects; no relative priorities, unless specifically stated, are implied by the order of statement.

Research Priorities

1. Descriptive and comparative-historical studies
   a. Descriptive
      1. Dictionaries
      2. Texts
      3. Grammars
      4. Phonology

      The relative order of priority may differ in particular situations, as e.g., when work on phonology is needed as the basis for developing an orthography. In general, however, dictionaries and texts have the greatest priority since they have the greatest pedagogical utility, and can involve native speakers with relatively little training in the preparation; it should be noted that adequate dictionaries presuppose grammatical and phonological analysis.

   b. Comparative/Historical
      1. Family-level reconstruction
      2. Comparative dictionaries
      3. Dialect studies
      4. Areal studies

      Comparative/historical studies are important for a number of reasons, among them being the fact that they may contribute uniquely to the solution of descriptive problems. No priority of descriptive over comparative/historical studies is implied by this listing, however, nor of one type of comparative study over another.

2. Types of work
   a. Field research in poorly documented languages, especially those in imminent danger of extinction, or where work on the language is critical to the survival of the language.
   b. Analysis and publication of previously collected data, including archival data, to make it available (and, in some instances, to provide time depth).

3. Surveys of modern American Indian speech communities
   a. Model case studies of typologically different language situations which could be replicated by communities for their own situation.
   b. Needs assessment, by group, to determine relative research and materials priorities.

4. Conferences

   Where the growth of knowledge in a particular topic area or language family has reached a "critical mass," a conference

can produce a significant synthesizing or catalytic effect. The Hokan Conference in San Diego in 1970 and the Uto-Aztecan Working Conference in Reno in 1973 are examples.

Pedagogical Materials

1. The community must want the materials. In some instances this may require providing orientation for community members to enable them to make informed decisions.

2. There should be evidence of reliance on prior linguistic scholarship; if there has been no previous linguistic work, it should be an integral part of the project, with necessary time allowed for its completion and criticism by recognized specialists. Pilot projects should precede full-scale implementation to allow for carefully controlled experimentation.

3. Whenever development of an orthography for a language is needed, the consultation of linguists and members of the community should be sought. In cases where a writing system exists which is linguistically inadequate, but which is traditional in a community, the community should decide its preference based on consultations with informed specialists.

4. Whenever pedagogical materials are to be prepared, the consultation of linguists should be required.

5. Encouragement should be given to the development of dictionaries, grammatical sketches, and advanced reading materials. Without these, programs are likely to be weak and may fail to succeed.

6. People who are producing materials should have editorial consultation and support for printing in order to enhance the quality and acceptability of their work.

Training

1. Speakers of Native American languages need to be provided training in linguistics so that they can become fully responsible for the development of programs in their languages. Training should not necessarily be directed toward degrees, but should be as relevant as possible to immediate needs.

2. Emphasis should be placed first on training people to read and teach their language and on giving them an understanding of the nature of their language. Training should include practical problem-solving exercises, curriculum design, and materials development.

3. Where feasible, attention should be given to advanced training in linguistics for Native Americans. Universities should be urged to provide flexible curricula in their regular degree programs designed to meet the special needs of Native American students and to develop appropriate training programs for Native Americans who do not wish to seek academic degrees.

4. Linguists likewise need training in such areas as education, cultural sensitization, and methods of community work in order to make their participation in programs more effective.

Linguists stand ready to help in a number of ways, including the development of appropriate orthographies, grammatical sketches, dictionaries, primers and instructional material, and advanced reading materials on traditions, history, and customs, as well as the training of Native Americans in technical linguistic skills. Efforts to meet these needs may come from many sources, but one of the first considerations should be the determination of the professional linguistic competence of the people involved in order to avoid the exploitation of Indian groups by incompetent outside individuals or institutions. To aid in this determination, Indian groups should be provided with information on linguists who might be of assistance to them. The Center for Applied Linguistics should serve as a clearinghouse for information in this field and provide liaison between the linguistics profession and Native American groups.

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Eugene, Oregon
August 1973

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The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the American Anthropological Association for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the American Anthropological Association or the National Institute of Education.

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